

THE
FIFTY-SECOND REPORT

OF THE

COMMISSIONERS

OF

NATIONAL EDUCATION

IN IRELAND,

(FOR THE YEAR 1885).

Presented to both Houses of Parliament by Command of Her Majesty.



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THE
FIFTY-SECOND REPORT
OF THE
COMMISSIONERS OF NATIONAL EDUCATION
IN IRELAND,
FOR THE YEAR 1885.

TO
HIS EXCELLENCY JOHN CAMPBELL GORDON, EARL OF
ABERDEEN,

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

May it please your Excellency,

1. WE, the Commissioners of National Education in Ireland, submit to your Excellency this our Fifty-second Report. In this Report all statements connected with the expenditure of the public grants refer to the year ended 31st March, 1886; but the statistics connected with the number of schools, number of pupils on the rolls, the average daily attendance, and with the results of the Inspectors' examinations, refer to the year ended 31st December, 1885.

SCHOOLS AND ATTENDANCE.

2. On the 31st of December, 1885, we had 7,936 schools on the Operation List. During the year 106 schools, most of which had been inoperative for a considerable time, were struck off the Roll or suspended, or became amalgamated with other National schools; 210 schools were brought into operation—viz., 104 non-vested, and 106 vested, giving a net increase of 104 schools as compared with 1884. Twenty-three of the schools which were brought into operation had been previously in connexion with the Board, but for various causes the grants had been withdrawn.

*Increase of
Schools.*

3. The number of pupils on rolls who made at least one attendance within the last fourteen days (fortnight) of the month immediately preceding the Results Examination in each school during the year ended 31st December, 1885, was 712,512.*

*Attendance
on last 14
days of
results
period.*

4. The average daily attendance of pupils for the year 1885 was 502,454, showing an increase of 9,526 as compared with that of 1884.

*Increase in
average
attendance.*

5. The per-centage of average attendance of pupils for the year to the number on the rolls who attended on any of the last fourteen days of the month preceding the annual examinations was 70·5. In 1884 this per-centage was 70·8. The per-centages in 1885 were—in England and Wales, 76·4; Scotland, 76·9.

* The number of pupils on rolls who made any attendance at our schools between 1st of January and 31st of December, 1885, was 1,075,604.

School Accommodation.

The extent of school accommodation, allowing 8 square feet for each pupil, provided for the children was adequate for 692,311.

Number of schools in operation, and average daily attendance

6. The following Table exhibits the number of National Schools as specified in our several Reports, with the average attendance for each of the last twenty years, to 31st of December, 1885:—

YEAR.	No. of Schools in Operation.	No. of Children in Average Attendance.	YEAR.	No. of Schools in Operation.	No. of Children in Average Attendance.
1866,	6,453	316,225	1876,	7,334	416,586
1867,	6,520	321,683	1877,	7,370	418,063
1868,	6,586	334,853	1878,	7,443	437,252
1869,	6,707	358,560	1879,	7,522	435,054
1870,	6,806	359,199	1880,	7,590	468,557
1871,	6,914	363,850	1881,	7,648	453,567
1872,	7,050	355,821	1882,	7,705	469,192
1873,	7,160	373,371	1883,	7,752	467,704
1874,	7,257	395,390	1884,	7,832	492,928
1875,	7,267	389,961	1885,	7,936	502,454

Applications for grants to new schools.

7. The number of applications for grants to new schools dealt with in the year 1885 was 248. In 222 cases we gave the required assistance, either as grants for building, or grants in aid of maintenance of non-vested schools. The remaining 26 applications were rejected.

New schools.

8. The annexed Return of the 222 Schools added to our list during the Year 1885, shows the number in each Province, with the nature of the Aid granted.

Province.	Grants in aid of maintenance of Non-vested Schools.	Towards Building and Furnishing Vested Schools.	Total.
Ulster, . . .	43	22	65
Munster, . . .	13	45	58
Leinster, . . .	15	27	42
Connaught, . . .	16	41	57
Total, . . .	87	135	222

LOANS FOR NON-VESTED SCHOOLS.

Loans for Non-Vested Schools (Rule 250).

The number of applications for loans for the erection of non-vested schools, under the Act of 1884, 47 & 48 Vic., cap. 22, received in 1884, was 6. These cases were all favourably entertained; and the loans sought for have been granted by the Treasury. In 1885 the number of applications received was 25, of these 19 were favourably considered by us, and sent forward to the Board of Works for completion. The remaining 6 were rejected for various reasons.

9. The next Table shows the religious denominations of the Managers of the new schools, distinguishing Clerical from Lay.

Religion of
Managers
of New
Schools.

Religious Denominations.	Clerical.		Lay.		Total.	
	No. of Managers.	No. of Schools.	No. of Managers.	No. of Schools.	No. of Managers.	No. of Schools.
R.C.,*	107	156	8	9	115	165
E.C.,*	23	25	10	11	33	36
Pres.,*	11	15	2	2	13	17
Others,*	3	3	1	1	4	4
Total,	144	199	21	23	165	222

10. At the termination of the year 1885, we had on our list 2,460 vested schools, classified thus:—Vested in Trustees 1,591; vested in our Board 869. Of the total number, 262 Schools, to which building grants are outstanding, are not yet in operation, 117 are on the "Suspended List," and there are 6 vested Model School Departments which have been amalgamated with adjoining departments of Model Schools.

Vested
schools

11. The number of non-vested schools in connexion with us on the 31st of December, 1885, was 5,861.

Number
non-vested.

12. The following Table shows, by Provinces, the literary classification of the 712,512 pupils who made an attendance within the last fourteen days of the month immediately preceding Results Examinations in the year ended 31st December, 1885:

Literary
Classification.

PROVINCES.	Classification of Pupils								
	Infants.	Class I.	Class II.	Class III.	Class IV.	Class V.	Class VI.	Class VII.	TOTAL.
ULSTER,	63,649	46,749	37,287	31,119	23,761	14,442	8,496	9,508	233,531
MUNSTER,	46,639	38,739	30,381	27,609	23,239	15,609	9,703	12,441	204,493
LEINSTER,	42,638	30,566	23,024	18,999	14,434	8,726	5,864	5,462	148,910
CONNAUGHT,	27,020	28,488	21,312	17,437	13,579	7,555	4,281	4,398	124,978
TOTAL,	179,986	144,562	112,004	96,144	75,013	46,323	27,506	31,894	712,512
Per-centage,	25.3	20.3	15.7	13.4	10.6	6.5	3.9	4.5	
Per-centage,	25.3	49.4			25.3				

13. The next Table shows the distribution of schools according to counties and provinces, and the attendance and religious denominations of pupils of all schools from which Returns were received for the year ended 31st December, 1885:—

Operation
Schools,
attendance,
&c.

* Throughout this Report "R.C." denotes Roman Catholics, "E.C.," members of the late Established Church; "Pres.," Presbyterians, and "Others," persons of other religious denominations.

TABLE showing the total number of Schools in each County; the on Rolls; the Religious Denominations of these Pupils; the attended once or oftener within the last 14 days [fortnight] of

PROVINCES AND COUNTIES.	Total Number of Schools in County.	Total Number of Schools from which Returns have been received.	Attendance		
			Total Number of Pupils on Rolls within the Year 1885, who made at least one Attendance.		
			Males.	Females.	Total.
ULSTER:					
Antrim, F.	598	597	51,117	49,364	100,481
Armagh,	252	252	17,361	16,313	33,674
Cavan,	289	287	15,155	14,856	30,011
Donegal,	392	391	22,791	20,325	43,116
Down,	451	451	30,562	27,292	57,854
Fermanagh,	180	178	9,340	8,199	17,539
Londonderry,	282	282	17,021	15,685	32,706
Monaghan,	174	174	10,716	10,216	20,932
Tyrone,	364	362	20,558	19,002	39,560
Total,	2,982	2,974	194,641	181,262	375,903
MUNSTER:					
Clare,	233	232	15,856	15,967	31,823
Cork,	723	718	52,359	53,853	106,212
Kerry,	330	326	22,869	24,052	46,921
Limerick,	248	248	17,719	20,321	38,040
Tipperary,	315	315	19,758	21,469	41,227
Waterford,	130	130	8,288	11,205	19,493
Total,	1,979	1,969	136,849	146,867	283,716
LEINSTER:					
Carlow,	72	72	4,104	4,189	8,293
Dublin,	273	273	30,106	34,502	64,608
Kildare,	103	102	5,899	6,320	12,219
Kilkenny,	181	181	10,125	9,918	20,043
King's,	111	111	6,711	7,203	13,914
Longford,	104	103	6,733	6,407	13,140
Louth,	101	100	7,042	7,618	14,660
Meath,	183	181	9,836	9,422	19,258
Queen's,	115	115	6,837	6,765	13,602
Westmeath,	131	130	6,810	6,929	13,739
Wexford,	158	157	8,982	10,111	19,093
Wicklow,	111	110	6,077	5,804	11,881
Total,	1,643	1,635	109,052	115,188	224,240
CONNAUGHT:					
Galway,	370	368	26,849	26,294	53,143
Leitrim,	199	195	11,758	10,949	22,707
Mayo,	338	338	22,826	26,814	49,640
Rooscommon,	227	227	16,008	15,795	31,803
Sligo,	198	197	12,990	12,462	25,452
Total,	1,332	1,325	97,431	94,314	191,745
ULSTER,	2,982	2,974	194,641	181,262	375,903
MUNSTER,	1,979	1,969	136,849	146,867	283,716
LEINSTER,	1,643	1,635	109,052	115,188	224,240
CONNAUGHT,	1,332	1,325	97,431	94,314	191,745
IRELAND,	7,936	7,903	537,973	537,631	1,075,604
Per-centage to total on rolls,	-	-	50.1	49.9	-

number from which Returns were received; the total number of Pupils average Daily Attendance for the year; and the number of Pupils who the month immediately preceding the Results Examination in each School.

for the Year 1885.					Average Daily Attendance for the Year 1885.	No. of Pupils who did not receive instruction in any month immediately preceding the Results Examination in each school.	PROVINCES AND COUNTIES.
Religious Denominations of the Total Number on the Rolls for the Year 1885, who made at least one Attendance.							
R.C.	E.C.	Pres.	Others.	Total.			
25,632	21,406	48,964	4,479	100,481	44,282	59,467	ULSTER :
16,041	10,471	5,902	1,280	33,694	15,238	21,718	Antrim.
24,454	4,345	1,043	169	30,011	13,148	19,730	Armagh.
33,721	4,751	4,330	424	43,126	16,600	25,511	Cavan.
15,426	13,825	26,479	2,124	57,854	27,679	37,417	Donegal.
10,018	6,477	305	739	17,539	7,943	11,679	Down.
13,351	6,306	12,338	511	32,706	14,796	20,911	Fermanagh.
15,413	2,848	2,615	56	20,932	9,038	13,755	Londonerry.
21,474	8,898	8,395	793	39,560	16,899	24,843	Monaghan.
							Tyrone.
175,530	79,527	110,271	10575	375,903	165,623	235,031	Total.
31,443	347	28	5	31,823	13,830	22,437	MUNSTER :
100,447	5,028	340	397	106,212	56,091	76,609	Clare.
46,077	772	16	56	46,921	24,286	34,274	Cork.
37,127	791	62	60	38,040	19,966	27,741	Kerry.
40,015	1,110	47	55	41,227	21,387	29,586	Limerick.
19,144	282	30	37	19,493	10,045	13,846	Tipperary.
							Waterford.
274,253	8,330	523	610	283,716	147,605	204,493	Total.
7,616	660	-	17	8,293	4,164	6,230	LEINSTER :
57,220	6,089	807	492	64,608	28,120	37,222	Carlow.
11,468	641	65	35	12,209	5,815	8,210	Dublin.
19,266	716	35	26	20,043	10,355	14,389	Kildare.
12,933	873	62	46	13,914	6,785	9,665	Kilkenny.
12,225	821	75	19	13,140	5,616	8,669	King's.
13,694	715	207	44	14,660	6,907	9,873	Longford.
18,126	838	79	15	19,058	9,887	13,643	Louth.
12,361	1,196	26	19	13,602	6,431	9,166	Meath.
13,255	423	38	23	13,739	6,789	10,085	Queen's.
18,075	965	27	26	19,093	9,301	13,362	Westmeath.
10,640	1,140	25	76	11,881	5,943	8,406	Wexford.
							Wicklow.
206,879	15,077	1,446	838	224,240	105,813	148,910	Total.
52,533	469	111	30	53,143	23,088	33,604	CONNAUGHT :
20,537	1,940	62	168	22,707	10,284	15,175	Galway.
57,678	711	300	51	58,640	24,806	36,307	Leitrim.
31,198	544	57	4	31,803	13,777	21,688	Mayo.
23,785	1,397	157	113	25,452	11,658	17,304	Roscommon.
							Sligo.
185,731	5,061	587	366	191,745	83,413	124,078	Total.
175,530	79,527	110,271	10575	375,903	165,623	235,031	ULSTER.
274,253	8,330	523	610	283,716	147,605	204,493	MUNSTER.
206,879	15,077	1,446	838	224,240	105,813	148,910	LEINSTER.
185,731	5,061	587	366	191,745	83,413	124,078	CONNAUGHT.
842,393	107,995	112,827	12,389	1,075,604	502,454	712,512	IRELAND.
78.3	10.0	10.5	1.2	-	-	-	{ Per-centage to total on rolls.

14. TABLE showing the RELIGIOUS DENOMINATIONS of the PUPILS on the Rolls
Mixed Attendance of ROMAN

PROVINCES AND COUNTIES.	Total No. of Schools.	Under Protestant Teachers.						Under	
		No. of Schools.	R.C.	E.C.	Pres.	Others.	Total.	No. of Schools.	R.C.
ULSTER.									
Antrim, . . .	359	272	3,633	10,319	25,884	1,925	41,841	78	9,482
Armagh, . . .	173	162	1,450	5,905	4,060	672	12,067	64	8,192
Cavan, . . .	201	36	690	1,807	457	123	3,077	158	16,111
Donegal, . . .	263	101	2,970	2,939	2,966	203	8,968	162	19,182
Down, . . .	297	204	2,296	7,949	14,737	1,166	26,148	91	9,260
Fermanagh, . .	143	58	863	3,547	229	511	5,150	81	7,164
Londonderry, .	222	157	3,044	4,411	5,543	350	16,647	63	6,973
Monaghan, . .	132	44	736	1,448	1,455	49	3,707	84	10,265
Tyrone, . . .	291	143	2,835	4,944	5,545	472	13,796	144	15,918
Total, . . .	2,081	1,117	18,536	43,369	64,675	5,471	131,451	925	39,647
MUNSTER.									
Clare, . . .	75	2	11	84	11	5	111	73	10,045
Cork, . . .	276	10	78	648	24	21	771	260	36,671
Kerry, . . .	160	3	24	57	-	12	93	106	17,569
Limerick, . . .	77	1	6	28	-	-	34	74	11,764
Tipperary, . .	132	6	159	236	21	30	446	124	16,796
Waterford, . .	45	1	36	39	3	9	87	43	6,162
Total, . . .	714	23	314	1,002	69	77	1,542	680	98,397
LEINSTER.									
Carlow, . . .	81	2	10	74	-	7	91	29	3,671
Dublin, . . .	87	22	231	2,111	222	244	2,808	47	7,536
Kildare, . . .	51	4	8	191	33	24	256	47	5,212
Kilkenny, . . .	73	4	148	141	19	8	316	69	7,299
King's, . . .	64	3	14	194	12	19	239	61	6,949
Longford, . . .	58	4	64	438	47	15	564	54	6,945
Louth, . . .	40	4	225	146	43	39	451	35	4,469
Meath, . . .	102	4	29	82	29	10	150	94	9,081
Queen's, . . .	60	7	29	441	12	3	485	55	6,145
Westmeath, . .	70	1	19	60	7	5	96	69	7,144
Wexford, . . .	72	6	29	275	12	13	329	66	6,620
Wicklow, . . .	58	3	51	153	-	15	219	55	5,814
Total, . . .	766	64	855	4,314	436	402	6,007	679	77,585
CONNAUGHT.									
Galway, . . .	94	2	48	60	12	-	120	91	12,968
Leitrim, . . .	107	9	109	514	38	33	695	96	11,419
Mayo, . . .	103	8	129	240	148	10	527	93	15,257
Roosomon, . . .	76	5	102	219	40	4	365	71	9,691
Sligo, . . .	129	12	146	441	67	33	687	116	14,433
Total, . . .	509	36	534	1,474	306	80	2,394	471	63,678
GRAND TOTAL,	4,070	1,240	20,239	50,349	64,876	6,030	141,594	2,735	333,307

of the 4,070 SCHOOLS from which Returns have been received, exhibiting a
CATHOLICS and PROTESTANTS.

Roman Catholic Teachers.				Under Protestant and Roman Catholic Teachers.						PROFESSORS AND COMPLAINTS.
R.C.	Pres.	Others.	Total.	No. of Schools.	R.C.	E.C.	Pres.	Others.	Total.	
ULSTER.										
317	850	31	10,630	9	740	1,191	1,458	341	3,730	Antrim.
742	284	31	9,249	7	393	387	348	88	1,316	Armagh.
943	143	10	17,207	7	730	163	166	4	1,063	Cavan.
975	563	48	20,770	-	-	-	-	-	-	Down.
633	896	29	10,818	2	154	52	31	1	236	Down.
1,342	17	25	8,548	4	241	313	25	52	611	Fermanagh.
319	768	11	7,111	2	96	50	133	7	286	Leitrim.
530	510	1	11,305	4	314	263	129	4	655	Londonderry.
1,587	1,084	62	16,631	4	344	163	155	24	691	Monaghan.
7,406	5,637	248	112,340	39	3,012	2,532	2,445	501	8,490	Tyrone.
Total.										
MUNSTER.										
253	17	-	10,285	-	-	-	-	-	-	Clare.
783	39	18	36,911	6	1,422	374	34	61	1,891	Cork.
378	6	16	17,969	-	-	-	-	-	-	Kerry.
282	7	17	12,070	2	109	151	19	24	303	Limerick.
511	8	14	17,329	2	65	99	13	5	182	Tipperary.
154	21	14	6,341	1	52	58	6	14	130	Waterford.
2,341	58	79	100,915	11	1,648	682	72	104	2,506	Total.
LEINSTER.										
121	-	-	8,792	-	-	-	-	-	-	Carlow.
296	23	11	7,668	16	3,857	1,819	184	119	5,479	Dublin.
161	23	1	5,397	-	-	-	-	-	-	Kildare.
287	16	10	7,712	-	-	-	-	-	-	Kilkenny.
263	17	1	7,330	-	-	-	-	-	-	King's.
265	28	4	7,242	-	-	-	-	-	-	Longford.
104	17	-	4,530	1	168	23	28	-	214	Louth.
319	23	-	10,233	4	813	130	-	2	945	Meath.
238	2	-	6,375	-	-	-	-	-	-	Queen's.
250	10	-	7,354	-	-	-	-	-	-	Westmeath.
271	7	3	6,961	-	-	-	-	-	-	Wexford.
256	13	8	6,071	-	-	-	-	-	-	Wicklow.
2,753	179	38	30,555	23	4,838	1,472	207	121	6,638	Total.
CONNAUGHT.										
327	41	15	13,351	1	8	63	21	7	99	Galway.
697	5	6	12,127	-	-	-	-	-	-	Leitrim.
343	38	12	15,650	-	-	-	-	-	-	Mayo.
825	17	-	9,943	-	-	-	-	-	-	Roscommon.
706	42	34	15,217	1	12	63	18	34	133	Sligo.
2,400	143	67	66,238	2	20	132	39	41	232	Total.
14,902	5,457	482	360,068	75	9,518	4,816	2,763	767	17,866	GRAND TOTAL.

MIXED SCHOOLS.

Total and relative numbers of Protestant and Roman Catholic Pupils in mixed schools.

15. The following tables show, according to provinces, the number of Roman Catholic and Protestant Pupils on rolls of 4,070 MIXED Schools, in 1885, and the per-centage of each denomination:—

A.—Mixed Schools under ROMAN CATHOLIC Teachers exclusively.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance in these Schools.	
			Roman Catholics.	Protestants.
2,755	339,307	20,791	94.2	5.8

PROVINCES.	Mixed Schools.	Roman Catholic Pupils.	Protestant Pupils.
Ulster, . . .	925	88.7 per cent.	11.3 per cent.
Munster, . . .	680	97.5 "	2.5 "
Leinster, . . .	679	96.3 "	3.7 "
Connaght, . . .	471	96.1 "	3.9 "

B.—Mixed Schools under PROTESTANT Teachers exclusively.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance in these Schools.	
			Roman Catholics.	Protestants.
1,240	20,239	121,155	14.3	85.7

PROVINCES.	Mixed Schools.	Roman Catholic Pupils.	Protestant Pupils.
Ulster, . . .	1,117	14.1 per cent.	85.9 per cent.
Munster, . . .	23	20.4 "	79.6 "
Leinster, . . .	64	14.2 "	85.8 "
Connaght, . . .	36	22.3 "	77.7 "

C.—Mixed Schools under ROMAN CATHOLIC and PROTESTANT Teachers conjointly.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance in these Schools.	
			Roman Catholics.	Protestants.
75	9,518	8,348	53.3	46.7

PROVINCES.	Mixed Schools.	Roman Catholic Pupils.	Protestant Pupils.
Ulster, . . .	39	35.5 per cent.	64.5 per cent.
Munster, . . .	11	65.8 "	34.2 "
Leinster, . . .	23	72.9 "	27.1 "
Connaght, . . .	2	8.6 "	91.4 "

SUMMARY.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance in these Schools.	
			Roman Catholics.	Protestants.
4,070	369,064	150,294	71.1	28.9

UNMIXED SCHOOLS.

16. The following table exhibits the religious denominations of pupils on rolls of 3,829 schools, attended *exclusively* by Roman Catholic or by Protestant children:—

PROVINCES AND COUNTIES.	Total Number of Schools.	Under Roman Catholic Teachers.		Under Protestant Teachers.				
		Number of Schools.	No. of Pupils. R. C.	No. of Schools.	No. of Pupils—Protestants.			
					R. C.	Pres.	Others.	Total.
ULSTER.								
Antrim,	238	47	11,777	191	9,499	20,772	2,182	32,458
Armagh,	79	28	6,006	51	3,437	1,210	489	5,136
Cavan,	86	62	6,928	24	1,432	277	32	1,741
Donegal,	120	101	11,549	27	817	799	173	1,789
Down,	154	19	3,716	135	5,191	10,815	928	16,934
Fermanagh,	35	15	1,750	20	1,275	34	171	1,480
Londonderry,	58	22	4,138	36	1,643	2,497	119	4,299
Monaghan,	42	28	4,079	14	642	521	2	1,165
Tyrone,	71	32	4,577	39	2,109	1,631	235	4,065
Total,	891	354	54,335	537	26,135	38,556	4,531	69,022
MUNSTER.								
Clare,	157	156	21,367	1	30	—	—	30
Cork,	441	386	62,843	55	3,223	243	297	3,763
Kerry,	217	208	20,404	9	337	10	28	375
Limerick,	171	166	25,248	5	330	36	19	385
Tipperary,	182	176	22,951	6	264	5	6	275
Waterford,	85	84	12,904	1	31	—	—	31
Total,	1,253	1,176	173,817	77	4,215	294	350	4,859
LEINSTER.								
Carlow,	41	32	3,935	9	465	—	10	475
Dublin,	186	153	45,796	33	2,361	378	118	2,837
Kildare,	51	45	6,348	6	289	9	10	308
Kilkenny,	100	103	11,719	5	268	—	8	296
King's,	47	38	5,970	9	416	33	26	475
Longford,	45	37	5,216	8	118	—	—	118
Louth,	60	53	8,834	7	442	124	5	571
Meath,	79	71	7,408	8	307	27	5	337
Queen's,	55	47	6,187	8	527	12	16	555
Westmeath,	60	55	6,092	5	155	21	18	194
Wexford,	85	77	11,426	8	419	8	10	437
Wicklow,	52	39	4,775	13	751	12	53	816
Total,	869	750	123,601	119	6,538	624	277	7,439
CONNAUGHT.								
Galway,	274	273	39,500	1	19	57	8	64
Leitrim,	88	73	9,000	15	729	18	129	876
Mayo,	235	231	42,392	4	128	14	29	171
Roscommon,	151	151	21,435	—	—	—	—	—
Sligo,	68	64	9,194	4	179	30	12	221
Total,	816	792	121,499	24	1,055	99	178	1,532
GRAND TOTAL,	3,829	3,073	473,262	757	37,943	39,573	5,136	82,652

There are four other schools of an unmixed attendance which cannot be brought under any of the headings in these Tables, viz. :—Two in Londonderry, one in Cork, and one in Tipperary.

Unmixed
attendance
average per
School.

17. The average number of Roman Catholic and Protestant pupils on rolls in the unmixed schools, according to Provinces, in 1885, was as follows:—

	A.—Under Roman Catholic Teachers exclusively.		B.—Under Protestant Teachers exclusively.				
	Schools	R.C. pupils per school.	Schools	R.C. pupils.	Pres. pupils.	Others.	Protestant pupils per school.
Ulster . . .	354	153.4	537	48.6	71.3	3.1	123.5
Munster, . .	1,176	147.8	77	54.7	3.8	4.8	63.1
Leinster, . .	750	164.8	119	54.9	5.3	2.3	62.5
Connanght, .	792	133.3	24	44.0	4.1	7.4	55.5
Total, . . .	3,072	—	757	—	—	—	—
Average per School,	—	154.1	—	50.1	52.3	6.6	109.2

18. The foregoing Returns in reference to the religious denominations of the pupils, include *all the pupils* who made any attendance at our schools on any day between the 1st of January and the 31st of December, 1885. It will be seen that during the year a mixed attendance of Roman Catholic and Protestant pupils was to be found in 4,070 schools, whilst in 3,833 schools the attendance was unmixed.

Per-centage
of Schools
with mixed
Religious
attendance.

19. The per-centage of Schools exhibiting a mixed attendance of Roman Catholic and Protestant Pupils, for each year from 1876 to 1885, is as follows:—

	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1883.	1884.	1885.
Ulster, . . .	76.9	76.4	75.6	74.8	75.0	75.0	73.7	73.3	72.1	70.0
Munster, . .	39.0	40.4	40.4	39.2	39.5	39.7	37.7	37.4	36.7	36.3
Leinster, . .	51.7	51.0	50.7	49.6	49.0	46.7	47.1	47.8	44.8	46.9
Connanght, .	47.7	44.9	44.5	43.6	43.3	43.7	42.5	42.0	40.9	38.4
Total, . . .	57.4	56.9	56.5	55.6	55.6	55.1	54.0	53.8	52.4	51.5

AGES OF PUPILS ON ROLLS.

Ages of
Pupils.

We ascertained from the Managers the ages of the pupils on the rolls who made any attendance within the year; the following Table is a summary of the information:—

Classification according to Age.	M.	F.	Total.	Per-centage.
No. of Pupils, 3 but under 4 years of age last birth-day.	12,845	14,567	26,412	2.7
„ aged 4 years but under 5 years „	33,062	35,129	68,191	6.4
„ 5 „ „ 6 „	46,546	46,007	92,553	8.6
„ 6 „ „ 7 „	52,092	51,146	103,238	9.6
„ 7 „ „ 8 „	53,463	53,594	107,057	9.9
„ 8 „ „ 9 „	58,834	54,185	113,019	10.1
„ 9 „ „ 10 „	55,146	53,793	108,939	9.9
„ 10 „ „ 11 „	52,192	52,690	104,882	9.8
„ 11 „ „ 12 „	47,736	46,017	93,753	9.0
„ 12 „ „ 13 „	42,898	43,088	85,986	8.0
„ 13 „ „ 14 „	38,747	31,045	69,792	6.2
„ 14 „ „ 15 „	24,306	22,331	46,637	4.3
„ 15 „ „ 16 „	14,528	12,461	26,989	2.6
„ 16 and above „	17,641	12,569	30,210	2.9
Total, . . .	537,973	537,631	1,075,604	100.0

CLASSIFICATION OF PUPILS ON ROLLS ACCORDING TO THE ATTENDANCES.

We also ascertained from the Managers the number and attendances made by each of the pupils who attended at least once within the year, and the following Table is a summary of the information:—

		Per-centage.
Number of Pupils who made within the 12 months		
under 50 attendances,	289,202	26.9
50 but under 100,	229,296	21.3
100 " 150,	282,362	26.3
150 " 200,	214,046	19.9
200 and above,	60,698	5.6
Total,	1,075,604	100.0

We also ascertained the number of pupils who attended in the first six and in the last six months of the year, viz.:—

347,905 pupils made 75 attendances or above during the first six months of the year.

310,324 pupils made 75 attendances or above during the last six months of the year.

MODEL SCHOOLS.

20. The number of District and Minor Model Schools in operation at the end of the year was 26. The number of Model Schools in the Metropolitan District was 3; total, 29. These contain in all 87 separate departments.* The Results Examinations show that the Model Schools continue to maintain their high character. (See Appendix).

21. The number of pupils on rolls who attended once or oftener within the last fourteen days of the month immediately preceding the Results Examinations in each school in 1885, was 10,494.†

22. The average daily attendance at the Model Schools for the year was 8,426.

23. The per-centage of average attendance of pupils in Model Schools throughout the year to the number on the rolls who attended on any of the last 14 days of the month preceding the Annual Examinations was 80.3.

* There were originally 94 separate departments: subsequently, the Infant Departments of Dunsinaway, Enniscorthy, Galway, Trim, Parsonstown, Kilkenny, and Athy Schools were amalgamated with the Female departments—leaving 87 operative schools.

† The total number of pupils on the rolls of the Model Schools who made any attendance for the year ended 31st December, 1885, was 15,505.

24. RETURN of the RELIGIOUS DENOMINATIONS of the PUPILS on the ROLLS who made any attendance at the METROPOLITAN, DISTRICT and MINOR MODEL SCHOOLS, between 1st January and 31st December, 1885; the NUMBER of PUPILS who attended once or oftener within the last fourteen days of the month immediately preceding the Results Examination in each School, and also the AVERAGE DAILY ATTENDANCE.

COUNTY.	Name of School.	Religious Denominations.					Last 14 days Attendance.	Average Daily Attendance.
		R.C.	E.C.	Pres.	Other Denominations.	Total.		
Dublin.	Metropolitan:							
"	Central Model,	2,007	885	161	100	3,153	1,927	1,475
"	West Dublin,	573	92	12	-	676	395	317
"	Inchicore,	520	193	13	4	730	465	354
Kildare.	Athy,	3	97	31	10	141	109	80
Cavan.	Bailieborough,	229	84	85	4	403	306	181
Antrim.	Ballymena,	8	70	329	29	436	317	272
Antrim.	Belfast,	55	591	922	291	1,859	1,270	1,044
Tipperary.	Clonmel,	78	128	17	5	228	143	130
Londonderry.	Coleraine,	2	55	231	34	322	237	201
Cork.	Cork,	379	326	34	50	789	537	425
Cork.	Dunmanway,	420	41	-	11	472	344	276
Wexford.	Enniscorthy,	4	139	9	8	160	115	99
Permanagh.	Enniskillen,	42	178	45	63	328	228	191
Galway.	Galway,	37	99	38	13	187	139	118
Kilkenny.	Kilkenny,	15	122	25	13	175	130	103
Limerick.	Limerick,	187	208	19	39	393	258	211
Londonderry.	Londonderry,	5	169	306	29	509	362	296
Armagh.	Newry,	34	164	214	27	439	304	241
Down.	Newtownards,	1	49	404	56	510	338	286
Sligo.	Sligo,	17	167	55	87	326	229	189
Meath.	Trim,	186	48	-	12	246	175	140
Waterford.	Waterford,	112	127	14	34	287	170	149
Antrim.	Ballymoney,	2	44	403	7	456	314	260
Antrim.	Carrickfergus,	12	91	204	56	363	263	229
Armagh.	Lurgan,	6	268	159	92	525	392	330
Monaghan.	Monaghan,	12	205	180	4	401	304	249
Tyrone.	N.-T.-Stewart,	1	111	128	20	260	204	161
Tyrone.	Omagh,	7	296	198	59	560	384	308
King's.	Parsonstown,	11	129	12	19	171	135	111
	Total,	4,914	5,176	4,249	1,166	15,505	10,494	8,426

25. The numbers paying school fees at the following rates in the above-named Model Schools on the 31st March, 1886, were:—

At 1s. 1d. per quarter,	2,892 pupils.	At 7s. 6d. per quarter,	11 pupils.
" 2s. 6d.	4,039 "	" 10s. 0d.	509 "
" 3s. 3d.*	49 "	" 20s. 0d.	37 "
" 5s. 0d.	2,230 "		9,767

The amount apportioned to the Teachers of Model Schools in School-fees, supplemental to their emoluments from the Board, during the year ended 31st March, 1886, was £4,072 14s. 1d.; the remainder of the School-fees, £2,019 4s. 10d. is payable into Her Majesty's Exchequer as an Extra Receipt.

* Special Fee for Soldiers' children, according to War Office Regulation.

26. LITERARY CLASSIFICATION of PUPILS who attended once or oftener within the last fourteen days of the month immediately preceding the Results Examination in each School.

SCHOOL.	Classification of Pupils.								
	Infants	Class I.	Class II.	Class III.	Class IV.	Class V.	Class VI.	Class VII.	TOTAL.
Central Model, . . .	130	219	261	314	322	272	185	224	1,927
West Dublin, . . .	81	44	73	74	50	39	14	20	395
Inchicore, . . .	113	49	37	83	59	50	29	36	465
Athy, . . .	28	10	16	10	15	11	3	16	109
Ballinacorney, . . .	54	29	25	28	62	32	16	76	366
Ballymore, . . .	40	18	85	45	43	39	42	57	317
Belfast, . . .	70	78	115	192	206	232	174	203	1,370
Clemonet, . . .	17	9	23	18	17	18	16	25	143
Coleraine, . . .	32	8	10	17	26	27	48	74	257
Cork, . . .	105	64	68	76	70	56	40	50	537
Dunmanway, . . .	59	32	32	53	82	28	35	53	344
Ennisacorney, . . .	20	14	14	17	16	8	13	12	115
Enniskillen, . . .	22	17	26	42	34	18	22	47	228
Galway, . . .	14	14	19	19	19	20	12	23	139
Kilkeenny, . . .	18	15	19	22	11	26	8	12	136
Limerick, . . .	65	23	40	34	29	27	16	32	263
Londonderry, . . .	67	34	46	49	38	43	39	46	362
Newry, . . .	71	16	31	34	36	33	25	58	304
Newtownards, . . .	52	22	26	51	48	41	29	69	338
Sligo, . . .	35	15	23	18	33	25	35	45	229
Trim, . . .	21	20	25	45	17	14	13	12	175
Waterford, . . .	18	20	21	22	32	23	23	11	170
Ballymore, . . .	53	29	86	87	26	27	30	76	314
Carrickfergus, . . .	44	21	12	39	34	35	34	44	263
Lurgan, . . .	61	50	44	45	47	45	49	61	392
Monaghan, . . .	74	37	33	39	26	27	37	49	304
Newtownstewart, . . .	31	25	28	30	19	26	25	25	294
Omagh, . . .	88	36	51	57	54	37	24	87	384
Parsinstown, . . .	36	16	19	15	11	15	15	8	135
Total, . . .	1,519	961	1,202	1,508	1,417	1,304	1,044	1,524	10,494
Per-centage, . . .	14.5	9.4	11.5	14.3	13.5	12.4	9.9	14.5	
Per-centage, . . .	14.5	35.2			59.3				

From this Table it will be seen that the classification of the pupils attending Model schools is of a remarkably satisfactory character.

CONVENT AND MONASTERY NATIONAL SCHOOLS.

These schools are divided in regard to salaries into two classes; (a) those whose teachers adopt the principle of classification, and are paid the same scale of class salaries as teachers of ordinary National schools; and (b) those in which the amount of salary awarded is regulated by the average number of children in daily attendance. Previous to the 1st of April, 1885, the payments to Convent and Monastery National Schools, whose teachers elected not to be examined for classification were at the rate of 4s. per pupil per annum, calculated on the average daily attendance; but since that date, according to a scale for which we obtained the sanction of the Lords of Her Majesty's Treasury, there has been paid to teachers of schools in this category, a merit capitation grant of 12s. a head when the Results Examination has been entirely satisfactory, and 10s. a head when it has been fair or passable.

The payment in each case is in addition to Results Fees and Gratuities.

The following table shows the average daily attendance, and number of pupils on the rolls of Convent and Monastery National Schools:—

Class of School.	Paid by Capitation.			Paid by Classification.			Total.		
	No. of Schools.	No. of Pupils on Rolls.	Average Attendance.	No. of Schools.	No. of Pupils on Rolls.	Average Attendance.	No. of Schools.	No. of Pupils on Rolls.	Average Attendance.
Convent.	210	100,678	52,673	23	8,687	4,446	233	109,365	57,121
Monastery.	3	2,330	1,631	14	4,173	2,285	17	6,503	3,267
Total.	213	103,008	53,705	37	12,860	6,681	250	115,873	60,388

WORKHOUSE SCHOOLS.

Workhouse
Schools.

27. The number of Workhouse Schools in connexion with us on the 31st December, 1885, was 158. Of these schools, 41 are in Ulster, 50 in Munster, 39 in Leinster, and 28 in Connaught.

These schools were examined on the same system as the Ordinary Schools, and extracts from the reports of our Inspectors were communicated to the Local Government Board, for the information of the different Boards of Guardians. The salaries of the Teachers are determined by the Poor Law authorities, and paid from the Consolidated Fund; but the Poor Law Guardians have power, under the Teachers Act, to award from the rates the amount of results fees payable on the Inspectors' reports.

The total number of pupils appearing on the rolls of these Workhouse Schools during the year ending 31st December, 1885, was 11,750, and the average daily attendance was 6,377.

TRAINING COLLEGES.

Training
Colleges.

Four Training Colleges have been in operation in the past year; viz., the Marlborough-street Training College for Male and Female Students, "St. Patrick's" Training College for Male Students, at Drumeondra; "Our Lady of Mercy" Training College for Female Students, in Baggot-street, Dublin; and the "Church of Ireland" Training College for Male and Female Students, in Kildare-place, Dublin. The first named is under our own management; the remaining three are under local management.

(a.) Marlborough-street Training College.

In the Marlborough-street Training College, 172 Students were in training within the year, of whom 6 left before the end of the session. Fifty-nine had been pupil teachers or monitors, and 36 teachers already employed in National Schools either as principals or assistants, who were admitted for a course of one

year's training, and examined at the close of the year. Ninety-four out of the 95 examined, passed the qualifying examination.

The other 71 Queen's Scholars had entered for a two years' course of training, and all passed the examination entitling them to be retained for the second year.

Of the 95 Students above referred to 52 were Males and 43 Females. Of these, 40 were Roman Catholics, 20 late Established Church, 33 Presbyterians, and 2 were of other persuasions. In addition to the above, 6 Female Externs were trained, viz.:—1 Assistant, 1 Pupil Teacher, and 4 Pupils, of whom 3 were Roman Catholics, 2 late Established Church, and 1 Presbyterian.

The total number trained from the commencement of our proceedings up to 31st August, 1885, was 11,320.* From 1st September, 1885, this Training College adopted the plan in force in the local Training Colleges of requiring Candidates, not being certificated Teachers, to continue in residence for a two years' course, the term previously having been for one year.

(b.) *St. Patrick's Training College, Drumcondra.*

In "St. Patrick's" Training College, 137 Queen's Scholars were in training within the year, of whom 4 left before the end of the Session. Of 133 remaining, 61 were Teachers already employed in National Schools, either as Principals or Assistants, who were admitted for a course of one year's training, and examined at the close of the Session, on the programme prescribed for Students at the end of the *second* year, when all passed the qualifying examination; 37 were Students of the second year, of whom 36 passed.

The other 35 Queen's Scholars had entered for a two years' course of training, and were in their first year. All of them passed the examination entitling them to be retained for a second year.

(c.) *Our Lady of Mercy Training College, Baggot-street.*

In "Our Lady of Mercy," Training College, 99 Queen's Scholars were in training within the year, of whom 1 left before the end of the Session. Of the 98 remaining 20 were Teachers already employed in National Schools, either as Principals or Assistants, who were admitted for a course of one year's training, and examined at the close of the Session, on the programme prescribed for students at the end of the *second* year, when all passed

* This number includes the Ex-Pupil Teachers and Ex-Monitors, who attended for a one-year course under the old regulation.

the qualifying examination. Sixty-seven were Students of second year, all of whom passed.

The other 11 Queen's Scholars had entered for a two years' course of training and were in their first year. All of them passed the examination entitling them to be retained for a second year.

(d.) "*Church of Ireland Training College, Kildare-place.*"

In the "Church of Ireland" Training College, 62 Queen's Scholars (14 males and 48 females) were in training within the year. One female left before the end of the Session. Of the 61 remaining 19 (7 males and 12 females) were Teachers already employed in National Schools, either as Principals or Assistants, who were admitted for a course of one year's training, and examined at the close of the Session, on the programme prescribed for students at the end of the *second* year, when all passed the qualifying examination. The other 42 Queen's Scholars (7 males and 35 females) had entered for a two years' course of training, and all passed the examination entitling them to be retained for a second year.

ANNUAL EXAMINATIONS OF TEACHERS AND MONITORS.

Annual
Examina-
tions.

These Annual Examinations took place in July, 1885, at the various District Centres and at the local Training Colleges.

The number of Teachers examined was 1,084 from ordinary National Schools, and 13 from Model Schools, total 1,097; and of Monitors, 1,890 from Ordinary Schools, and 50 from Model Schools, total 1,940; there were 169 Pupil Teachers from Model Schools also examined, and 474 Queen's Scholars in residence in the Training Colleges; gross total examined 3,680.

Copies of the Examination Questions, and an analysis of the answering of the different classes of papers will be found in the Appendix to this Report.

* In addition to this number there were 422 young persons examined for places in the different Colleges—giving a gross total of 4,102, persons examined.

Number of Teachers.

29. We had in our service on 31st December, 1885, 7,793 ^{Number of Teachers} Principal Teachers and 3,157 Assistants, making, in the whole, 10,950 classed Teachers, of whom 3,528 were trained. We had also in our service, at the same time, 430 Workmistresses and Industrial Teachers, 55 Junior Literary Assistants, 138 Temporary Assistants, and 17 Temporary Workmistresses.

The Conductors of 213 Convent and Monastery Schools paid by capitation are not included in this return.

30. The number of teachers in the several classes on 31st December, 1885, was as follows:—

Class.	Principal.		Assistant.		Total.	Junior Assistants.	Workmistresses and Industrial Teachers.	Temporary Assistants.		Temporary Workmistresses.
	Males.	Females.	Males.	Females.				Males.	Females.	
1 st .	173	111	14	26	1,224	.	.	.	.	.
1 st .	439	303	28	75		.	.	.	.	.
2 nd .	1,626	1,082	105	422	4,087	.	.	.	.	.
2 nd .	340	241	95	176		.	.	.	.	.
3 rd .	1,770	1,138	487	1,445	5,639	.	.	.	.	.
3 rd .	276	234	132	207		.	.	.	.	.
Total.	4,624	3,169	806	2,351	10,950	55	430	56	82	17
	7,793		3,157					138		
Gross Total.	11,599									

31. During the year 1885, there were 565 persons newly appointed as Principal or Assistant Teachers. We have received ^{New Teachers.} particulars as to the antecedents of 512 of these Teachers, of whom 255 were principals, and 257 assistants.

	Prin.	Assist.		
109	33	22	had been trained in Marlborough-st. Training College.	
	18	8	" St. Patrick's	"
	19	9	" Our Lady of Mercy	"
52	22	15	had been Pupil Teachers,	In Model National Schools.
	3	2	" Paid Monitors,	
	8	2	" Pupils only,	
315	99	125	" Paid Monitors,	In Ordinary National Schools.
	40	51	" Pupils only,	
36	12	18	" Paid Monitors,	In Convent National Schools.
	1	5	" Pupils only,	
512	255	257		

32. The Inspectors were directed to report so far as could be ascertained as to the circumstances of the withdrawals of teachers, and have furnished particulars in 282 cases, as follows:— ^{Teachers who have withdrawn from the service.}

TRAINED.

Causes of Withdrawal.	First Class.		Second Class.		Third Class.		Total.
	M.	F.	M.	F.	M.	F.	
To enter Civil Service, . . .	1	—	—	—	—	—	1
Domestic Duties (Marriage, &c.), . . .	—	—	2	6	—	6	14
Commercial Pursuits, . . .	—	—	1	—	—	—	1
Collegiate or Religious Vocation, . . .	2	1	2	—	—	—	5
On account of Age or Ill Health on Pension or Gratuity, . . .	6	8	20	7	14	8	63
To teach Schools not in connexion, . . .	—	—	—	—	—	—	—
Emigrated, . . .	—	—	—	—	—	1	1
Dismissed, . . .	—	—	—	—	—	—	—
Died, . . .	2	3	7	—	4	3	26
Total, . . .	18	12	32	13	18	18	111

UNTRAINED.

Causes of Withdrawal.	First Class.		Second Class.		Third Class.		Total.
	M.	F.	M.	F.	M.	F.	
To enter Civil Service, . . .	1	—	—	—	2	—	3
Domestic Duties (Marriage, &c.), . . .	—	—	1	10	—	29	40
Commercial Pursuits, . . .	—	—	—	—	3	2	5
Collegiate or Religious Vocation, . . .	—	—	1	1	2	—	4
On account of Age or Ill Health on Pension or Gratuity, . . .	—	1	5	10	17	24	57
To teach Schools not in connexion, . . .	—	—	—	1	1	2	4
Emigrated, . . .	—	—	1	—	13	6	20
Dismissed, . . .	—	—	—	2	2	—	4
Died, . . .	—	2	5	5	13	9	34
Total, Untrained, . . .	1	3	13	29	53	73	171
" Trained, . . .	—	—	—	—	—	—	111
							282

PAID MONITORS.

33. The number of paid Monitors on the 31st December, 1885, was 2,933 Males, and 4,962 Females. Total, 7,895. There were also 154 pupil teachers in our Model Schools.

The following table gives the number of Monitors recognised, distinguishing year of service:—

STATUS.	Males.	Females.	Total.
1st year, . . .	1,165	1,744	2,910
2nd " . . .	602	1,074	1,736
3rd " . . .	304	923	1,436
4th " . . .	408	803	1,211
5th " . . .	173	409	582
Total, . . .	2,933	4,962	7,895

Monitors, at the end of their first, second, and fourth years, are examined at the Results Examinations of their respective Schools; but at the end of their third and fifth years, they are examined at the General Examinations held in July; those of the third year on a special paper of questions prepared for the purpose, and those of the fifth year on the same papers as those set to Teachers who are Candidates for third class.

The result of the July Examination, 1885, is shown in the following Table:—

	Examined.	Passed.	Per cent.
Third Year Monitors (examined in Special Papers),	1,380	1,224	88.1
Fifth " (examined in Third Class Papers),	509	457	91.4

LOCAL AID TO SCHOOLS.

34. The following table, which excludes Workhouse, Lunatic Asylum, and closed Schools, and schools from which no returns were received, shows, in counties and provinces, the amount of local emoluments, exclusive of Rates, received in aid of salaries of Teachers of 7,742 National Schools during the year 1885, with the average for each school, and for each pupil in daily attendance.

PROVINCES AND COUNTIES.	Payments by Pupils.			Subscriptions, &c., &c.			Total.	No. of Schools.	Average Daily Attendance.	Average per School.	Payment per unit of average attendance.					
											School Pence.	Subscriptions.	Total.			
ULSTER:	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	s.	d.	s.	d.
Antrim, . . .	11,935	1	5	1,541	0	0	13,476	1	5	530	43,888	22 16 9½	5 5½	0 8½	6 13½	
Armagh, . . .	2,638	0	6	1,369	0	2	4,057	0	3	249	15,192	16 5 10½	3 6½	1 9½	5 4½	
Cavan, . . .	1,938	8	4	942	19	7	2,881	7	11	265	13,039	10 3 7½	2 11½	1 3½	4 5	
Down, . . .	2,369	9	7	1,437	2	11	3,807	12	6	305	16,513	9 13 1	2 8½	1 8½	4 5½	
Fermanagh, . . .	6,504	13	0	1,699	0	11	8,564	13	11	447	27,558	19 3 2½	5 0	1 2½	6 2½	
Londonderry, . . .	1,359	3	5	873	6	3	2,232	9	8	175	7,868	12 15 1½	3 5½	2 2½	5 8	
Monaghan, . . .	2,803	6	6	2,709	13	0	5,612	19	6	278	14,669	20 3 9½	3 11½	3 8½	7 7½	
Tyrone, . . .	1,430	2	4	1,956	3	10	2,486	6	2	170	8,955	14 12 6	3 2½	2 4½	5 6½	
Tyrone, . . .	2,871	11	4	1,966	19	0	3,958	1	4	336	16,763	11 1 2½	3 5	1 3½	4 8½	
Total, . . .	34,296	16	5	12,635	16	8	46,946	13	1	2,933	164,391	16 0 1½	4 2	1 6½	5 8½	
MUNSTER:	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	s.	d.	s.	d.
Clare, . . .	3,718	1	5	371	2	0	4,084	3	5	234	15,574	18 4 8	4 9½	0 5½	5 3	
Cork, . . .	13,490	11	3	3,418	13	1	16,909	4	4	701	35,234	24 2 5	4 10½	1 3	6 1½	
Kerry, . . .	5,039	8	11	1,636	6	6	6,695	15	5	320	24,005	20 18 5½	4 2½	1 4½	5 6½	
Limerick, . . .	4,848	7	11	1,266	6	7	6,114	14	6	242	19,496	25 5 4½	4 11½	1 3½	6 3½	
Tipperary, . . .	4,970	0	7	1,417	1	3	6,387	1	10	396	20,948	20 17 5½	4 9	1 4½	6 1½	
Waterford, . . .	2,283	19	2	976	16	6	3,240	15	8	126	9,559	25 14 5	4 7½	1 11½	6 7	
Total, . . .	34,345	9	3	9,086	5	11	43,431	15	2	1,919	145,102	22 12 7½	4 8½	1 3	5 11½	
LEINSTER:	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	s.	d.	s.	d.
Carlow, . . .	740	17	10	509	12	10	1,258	10	8	71	4,127	17 14 6½	3 7½	2 5½	6 1½	
Dublin, . . .	6,108	11	3	4,864	7	3	10,492	18	6	268	27,132	39 5 9½	4 6	3 2½	7 8½	
Kildare, . . .	1,594	6	1	523	5	3	1,827	9	4	89	5,724	18 9 2½	4 6½	1 9½	6 4½	
Kilkenny, . . .	1,936	17	0	617	8	9	2,554	5	9	176	10,146	14 10 3	3 10	1 2½	5 0½	
King's, . . .	1,439	12	4	775	16	7	2,215	8	11	108	6,668	20 10 3½	4 3½	2 3½	6 7½	
Longford, . . .	1,609	9	7	489	12	4	1,499	1	11	100	5,507	14 19 9½	3 3	1 9½	5 5½	
Louth, . . .	1,479	10	8	774	13	0	2,254	3	3	98	6,839	23 0 0½	4 3½	2 3	6 6½	
Meath, . . .	1,631	6	9	737	12	10	2,368	19	7	175	9,547	15 10 8½	3 5	1 6½	4 11½	
Queen's, . . .	1,171	7	6	673	0	2	1,846	7	8	112	6,339	16 9 8½	3 8½	2 1½	5 9½	
Westmeath, . . .	1,315	9	2	431	10	4	1,746	19	6	127	6,696	13 15 1½	3 11	1 3½	5 2½	
Wexford, . . .	1,644	13	2	922	10	4	2,567	8	6	153	9,004	16 15 7½	3 7½	2 0½	5 8½	
Wicklow, . . .	1,278	5	5	676	3	0	1,954	8	3	107	5,856	18 5 3½	4 4½	2 3½	6 8½	
Total, . . .	21,068	11	4	11,517	10	8	32,586	2	0	1,594	108,585	20 8 10½	4 0½	2 2½	6 3½	
CONNAUGHT:	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	s.	d.	s.	d.
Galway, . . .	4,588	2	9	2,144	13	9	6,732	16	6	338	23,804	13 16 1½	4 0½	1 10½	5 10½	
Leitrim, . . .	1,859	4	3	686	3	1	2,545	7	4	192	10,172	13 2 0½	3 7½	1 3½	4 11½	
Mayo, . . .	4,507	2	9	1,641	3	0	6,148	5	9	330	24,417	18 12 7½	3 8½	1 4	5 0½	
Roscommon, . . .	3,048	18	0	412	4	5	3,461	2	5	223	13,573	15 10 5	4 6	0 7½	5 1½	
Sligo, . . .	2,540	3	7	720	11	9	3,260	15	4	193	11,589	16 17 10½	4 4½	1 3	5 7½	
Total, . . .	16,543	11	4	5,574	16	0	22,118	7	4	1,296	82,505	17 1 4	4 0	1 4½	5 4½	
Grand Total, . . .	106,248	8	4	38,834	9	3	145,082	17	7	7,742	493,523	18 14 9½	4 3½	1 6½	5 10½	

* This sum excludes £7,915 8s. 6d., the value estimated by the managers, of free residences for the teachers, but it includes £1,481 2s., the estimated profits of free gardens or farms. It also excludes £2,019 4s. 10d., part of the fees received from the Pupils of Model Schools, payable to the Exchequer as an extra receipt. The balance of the fees, £4,072 14s. 1d., paid to the teachers is included.

This return shows an increase upon the previous year of £4,784 3s. 1d. in the school-fees of the pupils; but a decrease of £5,102 15s. 4d. in the local subscriptions, &c.; giving a net decrease of £318 12s. 3d. The decrease in the local subscriptions is more than accounted for by the fact that in 1884 the value of the free residences was included under this head, whilst for 1885, owing to the difficulty of appraising the value correctly, we decided to omit this sum (which, however, has been estimated to amount to about £7,000).

The next Table shows the amount of school-fees and subscriptions (excluding, except for 1885, the value of free residences), and the amount of the contributions from local rates received by Teachers each year from 1875 to 1885.

Year.	School-fees and Subscriptions.			Contributions from Local Rates.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.
1875, . . .	84,890	4	9	27,918	6	10	112,778	11	7
1876, . . .	107,683	12	5	30,499	19	6	138,185	11	11
1877, . . .	119,577	6	3	21,687	18	10	141,065	5	1
1878, . . .	125,420	2	0	16,791	0	11	142,211	2	11
1879, . . .	126,257	11	7	12,804	13	6	139,062	5	1
1880, . . .	131,816	12	6	8,324	6	7	140,140	19	1
1881, . . .	132,403	17	8	9,840	3	1	142,244	0	9
1882, . . .	134,306	2	1	11,906	7	1	146,292	9	2
1883, . . .	137,363	13	9	14,403	15	2	151,667	8	11
1884, . . .	145,401	9	10	11,956	18	6	157,358	8	4
1885, . . .	145,082	17	7	14,433	11	7	159,516	9	2

Other Local Contributions towards the support of the schools.

35. As the preceding return of local aid towards the incomes of the Teachers accounted for each year does not include the total amount of funds annually subscribed in aid of National Education by local parties, we have caused a Return to be prepared showing the total additional sums locally provided in aid of education in the year 1885. The amount subscribed was £51,499 10s. 9d., of which £28,118 1s. 5d. was applied to the erection of new buildings, additions to school premises, &c., and £23,381 9s. 4d., repairs, improvements of house and furniture, school prizes for encouragement of pupils' attendance, &c.

RESULTS FEES.

Results Fees.

36. Under the original regulations Results Fees were payable as follows:—

- (a) To schools in contributory Unions (under the Act 38 and 39 Vict., cap. 96), the full amount in the proportion of two-thirds from the Imperial grant to one-third contributed from the local rates;
- (b) To schools in non-contributory Unions one-third only of the full amount that would be payable if schools were in contributory Unions.

CONTRIBUTORY UNIONS.

21 Contributory Unions.

There were 21 Unions contributory during the year ended 31st March, 1886. The number of schools examined by Inspectors and in which Results Fees were paid in those Unions, was 1,189. The amount the teachers received out of the rates contributed by the

Unions during that period was £13,635 10s. 11d.* and according to the regulations above referred to, double that sum was paid to those teachers out of the Public Grant. In addition there was paid out of the Parliamentary Grant £3,393 4s. 7d., first and second moieties, in advance of lodgment of rates by Unions.

The total amount of the Parliamentary Grant paid in Contributory Unions was thus, £30,669 6s. 9d.

NON-CONTRIBUTORY UNIONS.

In December, 1881, we received the sanction of the Lords of Her Majesty's Treasury for payment of Contingent Results Fees for Schools in Non-Contributory Poor Law Unions, on the ^{141 Non-Contributory Unions.} condition that for every penny of contingent fees claimed from the State, a penny shall be locally subscribed.

This regulation for payment of the Contingent Fees—penny for penny with the local aid—applied to all Schools in Non-Contributory Unions examined on or after the 1st April, 1881.

There were 141 Unions of which the Guardians declined to become contributory for the year 1885-6 under the Act. The number of schools situated in these Unions, and in which Results Fees were paid, was 6,303.

In 5,585 of these schools, the local aid contributed was sufficient to secure payment of *both moieties* of Results Fees. In 693 schools the local aid was sufficient to secure payment of the first moiety, and part only of the second; and in 25 schools we were able to pay only one moiety of the results fees earned. Of these 19 were schools in which no local aid was realized, 4 were schools for which the necessary certificates were not perfected within the year, and in the other 2 cases, owing to accurate returns of the local aid being unavailable, payment of the second moiety was withheld. In 6 schools results fees were cancelled by order of the Board for serious irregularities.

The actual amount of money locally provided in non-contributory Unions, according to the managers' certificates, was £115,799 7s. 3d.

37. The advantage gained by the teachers is not to be estimated only by the amount directly obtained from the Imperial Exchequer. By stimulating local effort in support of the schools the local aid obtained by the teaching staff employed in National Schools has gradually increased, as may be seen from a comparison of the total school-fees and subscriptions contributed in this and previous years, as given in paragraph 34.

38. Of unconditional Results Fees, £91,511 4s. 4d., and of Contingent Results Fees, £90,152 9s. 6d. were paid within the financial year, making the total Results Fees paid from the Imperial Exchequer £181,663 13s. 10d., to which, as Results payments from the rates of contributory Unions, must be added £14,433 11s. 7d., or a total of £196,097 5s. 5d. of Results fees paid to the Teachers.

* In addition to the above there was paid to teachers of schools, situated in contributory Unions in arrears with their contributions since 1884-5, the sum of £798 0s. 8d. from the rates of those Unions lodged in 1885-6. Total payments from rates, £14,433 11s. 7d.

Total
amount of
salaries,
gratuities,
&c., paid
1884-5.

39. The total amount of Salaries, Results Fees, Premiums, Gratuities, and other allowances paid by us, including the amount from Rates, in the twelve months ended the 31st March, 1886, to the Principal Teachers, Assistants, Monitors, and Workmistresses in National Schools—including the Central and other Model Schools, and the payments to Organizing Teachers—was £696,585 9s. 9d. This sum includes £4,072 14s. 1d. school-fees, apportioned to Teachers in Model Schools, and £346 19s. 4d. awarded as retiring gratuities, under the old system, to Teachers who did not elect to come under the provisions of the Pension Act, 42 & 43 Vic., cap. 74.

Total
Income.

40. The total income of the teaching staff, from all sources, for the year ended 31st March, 1886, amounted to £837,585 13s. 3d., viz., £678,069 4s. 1d. from the Board; £14,433 11s. 7d. from the rates; and £145,082 17s. 7d. from payments by pupils (including portion of Model School-fees), subscriptions, and the estimated value of Free Residences, &c. Of the total sum 19·0 per cent. was locally provided, and 81·0 per cent. was derived from the funds placed at our disposal by Parliament.

Average
Income
(Schools.)

As far as we have been able to ascertain the aggregate amount of income to the Schools from all sources, including State Grant, Rates, and local subscriptions, during the year 1885, was £870,642 13s. 2d. as shown in the following table. This would give an average of £1 15s. 1½d. for each child in average daily attendance during the year.

1885.

Aggregate annual Income of National Schools, and Cost per Pupil in average daily attendance.*

From Government Grants, 1885-6 :—

	£	s.	d.
Paid out of Vote for Primary Education, . . .	678,069	4	1
Paid out of Vote for Board of Public Works, (repairs, &c.),	9,675	10	7
Total annual Income from Public Funds, .	687,744	14	8
Rate per Pupil " "		1	7 9

From Local sources as under :—

	£	s.	d.
Subscriptions and Endowments, &c., (towards incomes of teachers),	38,834	9	3
Subscriptions (towards repairs, &c.),	23,381	9	4
Contributory Unions, Rates,	14,433	11	7
School Pence paid by Pupils,	106,248	9	4
Total annual Income from Local sources, .	182,897	18	6
Rate per Pupil " "		0	7 4½
Total annual Income of Schools from all sources, .	870,642	13	2
Rate per Pupil " "		1	15 1½

* The attendance at Workhouse and Lunatic Asylum Schools is not included.

41. We give tables showing the average income of 6,394 Principal Teachers for the year 1885, distinguishing their classes, and the sources from which their incomes were derived. Average Income (Teachers)

From this return are excluded Teachers of Model Schools, Teachers of all schools paid by capitation, Teachers who did not give service during the entire year, and Teachers who changed from school to school during that period.

Class of Teacher.	Average Income of Principal Teachers					
	Number of Teachers included in Return.	Class Salary and Good Service Salary.	Results Fees Grants, &c., from Board.	Results Fees from Rates.	Pupils' Fees, Subscriptions, &c.	Total.
<i>Males—</i>		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
I.	141	72 7 9	29 6 7½	3 18 10	45 9 1½	151 2 3½
II.	372	55 6 7	24 3 3	2 5 6½	24 0 6½	106 15 10½
III.	1,701	44 12 0½	20 6 11½	1 9 8½	16 17 8½	83 6 5½
IV.	1,638	35 1 0	16 2 0	0 13 11	12 6 8	64 0 4
	3,872	—	—	—	—	—
Average of all Classes,		42 11 5	19 4 6½	1 3 4½	16 13 3½	79 17 6½
<i>Females—</i>						
I.	82	69 3 10½	28 9 3½	4 10 7½	25 1 8½	113 5 6
II.	280	44 8 10	21 2 6	2 0 3½	17 10 2½	83 1 10
III.	1,129	34 19 1½	19 2 2½	1 7 10½	13 11 7½	69 9 10½
IV.	1,040	27 10 1	15 15 1	0 19 1	10 15 1	54 19 4
	2,529	—	—	—	—	—
Average of all Classes,		33 15 1½	18 5 1	1 7 8	13 4 6½	65 12 5

ASSISTANTS. —Return showing the average income of 540 Male and 1,908 Female Assistant Teachers.

	Males.	Females
	£ s. d.	£ s. d.
Salary,	33 0 0	27 0 0
Results Fees from Board,	11 11 6½	10 5 9
Results Fees from Rates,	1 0 10	1 5 6
School-fees, Subscriptions, &c.,	1 2 3½	0 13 9
Total (average),	46 14 8	39 5 0

RESULTS EXAMINATIONS.

42. Since the 1st March, 1877, each pupil, in order to qualify for presentation at the results examinations, has been required in day schools to make 100 attendances of at least four hours a day for secular instruction, and in evening schools 50 attendances of two hours each evening. Results Examinations.

43. The following results have been ascertained through individual examination of the pupils of National Schools by the Inspectors at their annual inspections:—

I.—The total number of schools examined for Results within the twelve months ended 31st December, 1885, by the Inspectors, and for which we have been able to tabulate the following particulars, was 7,851, viz. :—

No. of Ordinary schools examined,	7,558
„ Model Schools (separate departments),	87
„ P. L. Union Schools (Fees payable by the Guardians, at their discretion),	158
„ Evening Schools,	48

(a.) Number of pupils who attended once or oftener within the last fourteen days of Results year :—

Males, 351,195; Females, 361,317; Total, 712,512.

(b.) Number of pupils qualified by attendances for presentation at examination :—

Males, 290,806; Females, 290,045; Total, 570,851.

(c.) Number who were present and examined on day of inspection for Results :—

Males, 268,658; Females, 279,929; Total, 548,587.

(d.) The average daily attendance, as already stated, for twelve months ending 31st December, 1885, was—

Males, 248,115; Females, 254,339; Total, 502,454.

44. The following figures show the number of pupils examined and the number who passed at the Results Examinations :—

GRADES.	Number Examined.	Number Passed.	Percentage Passed.
Infants,	113,625	105,944	94.0
First Class,	103,200	84,744	82.1
Second Class,	93,961	76,628	81.5
Third Class,	80,482	63,074	78.3
Fourth Class,	63,880	40,906	64.0
Fifth Class (1st stage),	40,401	28,128	69.6
Fifth Class (2nd stage),	24,862	17,664	71.0
Sixth Class,	28,176	20,196	71.6
	548,587	437,284	79.7

Per-centage of pupils examined in each class to the total number examined in all the classes :—

Percentage in Infants' grade,	20.7	Class V. (1st stage),	7.4
Class I.,	18.6	Class V. (2nd stage),	4.6
Class II.,	17.1	Class VI.,	5.0
Class III.,	14.7		
Class IV.,	11.7		100.0

The per-centages of passes to the number of pupils examined in 1885 and in 1884 were:—

Subject.	1885.	1884.	Subject.	1885.	1884.	Subject.	1885.	1884.
Reading.	93·4	95·5	Grammar.	68·1	66·6	Book-keeping.	65·4	66·0
Writing.	95·8	95·8	Geography.	70·5	67·9	Music.	79·9	78·8
Arithmetic.	89·7	78·8	Agriculture.	57·0	56·4	Drawing.	77·4	76·6
Spelling.	84·5	84·5	Needlework.	85·2	85·0	Other Extras.	75·7	70·9

45. GENERAL ABSTRACT OF ANSWERING.

CLASSES.	No. of Pupils examined for Results Pass in subject.	No. of Passes assigned for answering in subject.	Per-centage of Passes to No. of Pupils examined.	CLASSES.	No. of Pupils examined for Results Pass in subject.	No. of Passes assigned for answering in subject.	Per-centage of Passes to No. of Pupils examined.
READING.				GRAMMAR.			
Class I.,	103,200	95,961	92·9	Class III.,	80,482	57,028	70·8
" II.,	93,961	86,499	92·0	" IV.,	63,880	40,964	64·1
" III.,	80,482	74,885	93·1	" V.,	40,401	25,414	62·8
" IV.,	63,880	59,780	93·5	" V.,	24,862	17,094	68·7
" V.,	40,401	35,517	88·2	" VI.,	28,176	21,557	76·5
" V.,	24,862	24,319	97·8	Total,	237,891	162,057	68·1
" VI.,	28,176	26,405	93·7				
Total,	434,962	406,467	93·4	GEOGRAPHY.			
WRITING.				Class III.,	80,482	61,205	76·0
Class I.,	103,200	96,687	93·6	" IV.,	63,880	44,550	69·7
" II.,	93,961	88,180	93·8	" V.,	40,401	25,498	63·1
" III.,	80,482	78,171	97·1	" V.,	24,862	16,281	65·4
" IV.,	63,880	62,109	97·2	" VI.,	28,176	20,278	71·9
" V.,	40,401	38,752	95·9	Total,	237,891	167,812	70·5
" V.,	24,862	24,254	97·5				
" VI.,	28,176	27,668	98·2	AGRICULTURE.			
Total,	434,962	416,531	95·8	Class IV.,	26,848	14,188	52·8
ARITHMETIC.				" V.,	17,302	9,244	53·4
Class I.,	103,200	89,122	86·3	" V.,	11,028	6,794	61·6
" II.,	93,961	83,638	88·9	" VI.,	11,607	7,776	66·9
" III.,	80,482	68,571	85·2	Total,	66,758	38,112	57·0
" IV.,	63,880	48,128	75·3				
" V.,	40,401	29,648	73·3	BOOK-KEEPING.			
" V.,	24,862	18,143	72·9	Class V.,	11,331	7,542	66·5
" VI.,	28,176	21,009	74·8	" V.,	7,839	5,008	64·0
Total,	434,962	351,399	80·7	" VI.,	7,809	5,107	65·5
SPELLING.				Total,	26,979	17,657	65·4
Class I.,	103,200	91,952	89·1	NEEDLEWORK.			
" II.,	93,961	78,882	83·9	Class II.,	43,122	40,789	94·5
" III.,	80,482	65,126	80·9	" III.,	58,160	36,245	62·3
" IV.,	63,880	49,682	77·7	" IV.,	30,263	28,618	94·5
" V.,	40,401	38,077	94·2	" V.,	19,557	18,829	96·2
" V.,	24,862	22,731	91·5	" V.,	11,880	11,391	95·8
" VI.,	28,176	26,335	93·4	" VI.,	14,484	14,052	96·9
Total,	434,962	367,785	84·5	Total,	187,466	149,994	80·2

OPTIONAL AND EXTRA SUBJECTS.

Music (Optional) taught in 1,628 Schools.				DRAWING (Extra) taught in 695 Schools.			
—	No. Ex- amined.	No. of Passes.	Per- centage.	—	No. Ex- amined.	No. of Passes.	Per- centage.
Class II.,	16,396	12,963	79.0	Class III.,	8,730	6,353	72.7
" III.,	15,117	12,572	83.1	" IV.,	8,159	6,066	74.6
" IV.,	12,084	9,340	77.2	" V.,	6,089	4,710	77.3
" V.,	8,274	6,533	78.9	" VI.,	4,140	3,434	82.7
" VI.,	5,884	4,452	75.6	" VII.,	5,100	4,367	85.6
" VII.,	6,305	4,943	78.4				
Total, .	63,559	50,908	79.9	Total, .	32,218	24,360	77.4

EXTRA SUBJECTS—continued.

SUBJECT.	Number of Schools.	TOTAL.		SUBJECT.	Number of Schools.	TOTAL.	
		No. Ex- amined.	No. of Passes.			No. Ex- amined.	No. of Passes.
1. Geometry, &c., . . .	1,701	6,919	4,644	13. Irish,	13	185	161
2. Algebra,	1,775	9,967	6,646	14. Sewing Machine, and Cutting-out,	682	7,826	6,925
3. Trigonometry, &c., . .	25	42	20	15. Girls' Reading Book, . .	599	5,876	3,869
4. Mechanics,	24	58	41	16. Cookery,	14	396	371
5. Light and Sound, . . .	3	56	51	17. Management of Poul- try, and Domestic Economy,	11	341	292
6. Magnetism and Elec- tricity,	4	82	71	18. Instrumental Music, . .	113	985	951
7. Botany,	6	77	51	19. Chemistry,	1	10	9
8. Heat & Steam Engine, .	1	1	1	20. Geology,	2	28	13
9. Physical Geography, . .	741	5,833	3,878	Total No. of Passes, . . .	-	-	29,009
10. Latin,	20	146	126				
11. Greek,	7	24	20				
12. French,	109	1,140	919				

For most of these extra subjects results fees are paid in Primary Schools by the State, in Great Britain as well as in Ireland. The money value of the passes gained in Extras (excluding drawing) was £6,909 15s. 6d.; of this sum £2,822 10s. represented the value in Geometry and Algebra; £383 5s. in Latin, Greek, French, and Irish, and £969 10s. in Physical Geography, and £2,430 0s. 6d. in branches exclusive of Needlework, for Females only. The remainder, £304 10s., was spread over the other subjects.

The money value of the passes gained in Vocal Music, Drawing, and Kindergarten, for the year was £9,548 8s. 6d.

KINDERGARTEN.

Kindergarten.

During the year special encouragement was given, with the sanction of the Lords of Her Majesty's Treasury, to the instruction of children in organized Infants' National Schools and organized Infants' Departments of Female National Schools, according to the Kindergarten system. The additional fee of 2s. per pupil previously paid on the results examination of children in the Infants' Grade has been extended to pupils of the 1st, 2nd, and 3rd Class in these Schools and Departments.

The number of pupils examined in Kindergarten was 5,029, and the number of passes secured was 4,947.

COMPARATIVE VIEW.

46. The per-centages of passes gained in Reading, Writing, and Arithmetic in Ireland, as compared with England and Wales and with Scotland, are set forth in the following table:—

Com-
parative
view of
proficiency.

	Ireland.	England and Wales.	Scotland.
Reading,	83.4	91.9	93.6
Writing,	95.8	83.8	91.5
Arithmetic, . . .	80.7	79.7	87.5

BOOKS AND REQUISITES.

47. Books and requisites are furnished to the National Schools at cost price, and carriage to the nearest railway or post-car station free. By this arrangement a school in the most remote district of the country is supplied with books and requisites at such moderate prices as to enable parents of every degree, except the absolutely destitute, to provide the necessary School Books for their children. The First Reading Book is to be had in any National School for 1d.; the Second for 1½d.; the Third for 2½d.; the Fourth for 4d.; the Fifth for 5d., and the Sixth for 6½d. Other books, such as Arithmetics, Grammars, Geographies, &c., are sold at equally low rates.

Books and
Requisites.

The amount received for books, school requisites, and apparatus, sold at *first cost prices* to National Schools in 1885-6, was £33,464 12s. 1d. The number of orders was 24,307, and the average amount of each order £1 7s. 6½d.

48. The value of requisites and apparatus granted as Free Stock to National Schools in 1885-6 was £1,701 10s. 2d. The number of Grants was 315.

AGRICULTURE.

49. The total number of School Farms in connexion with Ordinary National Schools on the 31st December, 1885, was 63. The total number of pupils examined in Agriculture in this class of schools, within the results year, was 688, of whom 524 passed in the agricultural programme.

School
Farms, &c.

We had also 24 schools having School Gardens attached, for the management of which, and for the agricultural knowledge displayed by the pupils, we granted special agricultural fees, upon the reports of the District Inspectors. The number of pupils examined in the School Gardens last year was 366, of whom 255 passed.

As set forth in the table at page 27, there were 66,785 pupils examined in the Agricultural Class Books by the District Inspectors in the Ordinary National Schools at their Results Examinations, of whom 38,112 passed.

The total number of pupils examined in Agriculture during the year 1885 (including the pupils of Ordinary Agricultural Schools and School Gardens, referred to above), was accordingly 67,839, of whom 38,891 gained passes for their proficiency in that branch. These figures show that a larger number of pupils were brought under instruction in agriculture in 1885 than in 1884. The returns show an improvement of 7 per cent. in the answering as compared with that of 1884.

DAIRY MANAGEMENT.

50. The results from the establishing of dairy instruction at our Agricultural institutions have been eminently satisfactory.

Dairy
Management.

One session for dairy instruction was held during the year at the Albert Farm, Glasnevin, at which 20 pupils attended. The Royal Dublin Society continued its aid by contributing prizes for successful pupils at the examinations which were held at the close of the session.

At the Munster Agricultural School, Cork, where the facilities for dairy instruction have been increased, a large number of pupils attended.

At the first session, 14th January to	8th March,	there were	. . .	27
" second " 17th March "	13th May,	"	. . .	26
" third " 20th May "	21st July,	"	. . .	25
				<hr/> 76

The Local Committee, co-operating with our officers, have assiduously watched over the interests of the school.

It is satisfactory to observe the increasing interest which is taken in this important branch of technical instruction. At Cork, the chief butter market of Ireland, a large quantity of butter manufactured by pupils of the school is sold.

TEACHERS' RESIDENCES.

Residences
for
Teachers.
33 & 39
Vic., c. 62;
42 & 43
Vic., c. 74;
47 & 48
Vic., c. 45.
Rule 249.

51. The number of applications formally made for loans in 1885 was 63, of which 61 were approved. Four grants, as distinct from loans, were made to build residences in connexion with Vested Schools.

The total number of applications since 1875 for loans was 480, of which 445 were favourably entertained. The number of applications for grants for residences in connexion with Vested Schools was 86, of which 56 were aided.

We have to express our regret and surprise that the Managers of National Schools, have not more largely taken advantage of the facilities for obtaining loans for the erection of Teachers' residences, secured under the existing arrangements. The loan is repayable, principal and interest, in 35 years at 5 per cent., and a moiety of this 5 per cent. is granted by us during the 35 years so long as the house is *bond fide* occupied as the dwelling of the Teacher, and is kept in suitable repair.

52. The number of free residences, throughout Ireland, provided without aid from the State, is 1,288.

TEACHERS' PENSION ACT.

Pensioners
for
Teachers.

53. From a statement received from the Teachers' Superannuation Office, it appears that the number of teachers connected with the Pension Fund in the year ended the 31st December, 1885, was 10,396. The number of pensioners at that date was 489; and the number of other teachers who retired during the year on the ground of broken down health, and were awarded gratuities, was 68. The amount paid in 1885 in pensions was £16,663 11s., and in gratuities, £6,804 10s. 10d.

In addition to the above sum received by Teachers under the Pensions Act, there was, as stated at paragraph 39, page 24, £346 19s. 4d., granted from the Parliamentary Funds to Teachers who did not join the Pension Scheme.

STATISTICS FOR IRELAND ARRANGED FOR COMPARISON WITH
SIMILAR STATISTICS FOR GREAT BRITAIN.

54. In 1879 the Official Statistics Committee appointed by the Government recommended that certain Educational Statistics common to the three countries, should be given each year in a comparable form, for England and Wales; Scotland, and Ireland. The appended table gives the information for Ireland for 1885. Statistics for comparison.

VACANCIES IN THE BOARD.

55. During the year 1885, three vacancies have occurred in the Board. The first was occasioned by the death of Lord O'Hagan, on the 1st February, 1885, and at our meeting of the 3rd of the same month, to mark our appreciation of his services during a period of twenty-seven years, we passed the following resolution :— Vacancies in Board.

"With deep sorrow the Commissioners have to record the death of their eminent colleague, the Right Hon. Lord O'Hagan, K.P.

"The system of National Education owes not only immeasurable advantages to his sagacious counsel in the deliberations of the Board, but to his brilliant advocacy in Parliament of its claims upon public support.

"The commanding purpose of his life was the spread of education amongst all classes. Whether as Vice-Chancellor of the Royal University; as Vice-Chairman of the Commissioners of Intermediate Education; or as a member of the Board of National Education, no sacrifice was too great for him, and no effort too trying, to promote the accomplishment of this supreme blessing for his country."

In the death of the late Lord Primate Beresford we have also to deplore the loss of another distinguished member of the Board, whose interest in the system of National Education was always of the liveliest and most practical character.

The Viscount Gormanstown resigned his seat at the Board on his appointment to a Colonial Governorship.

56. We submit this, as our Report for the past year, to your Excellency, and in testimony thereof have caused our Corporate Seal to be hereunto affixed, this 22nd day of June, One Thousand Eight Hundred and Eighty-six.

(Signed),

JOHN E. SHERIDAN, }
JAMES MORELL, } Secretaries.

SEAL.

STATEMENT OF ACCOUNT

FROM

1ST APRIL, 1885, TO 31ST MARCH, 1886,

SHOWING THE FUNDS AT THE DISPOSAL

OF

THE COMMISSIONERS

OF

NATIONAL EDUCATION, IRELAND,

AND HOW THESE FUNDS HAVE BEEN DISTRIBUTED.

The following STATEMENT of ACCOUNT will show the FUNDS at the disposal of the COMMISSIONERS in 1885-86, and how they have been distributed:—

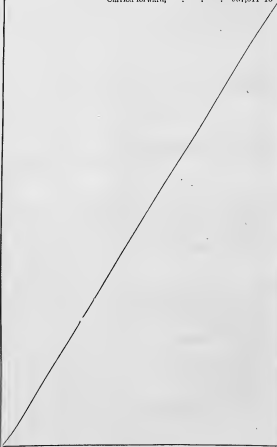
	£	s.	d.
The balance on 31st March, 1885,	12,978	7	1
Parliamentary Grant for 1885-86, ordinary . £786,303,	814,003	0	0
" " supplemental, £27,700,			
Model Schools:—			
School Fees received from Pupils attending Model Schools, a portion of which (£4,072 14s. 1d.) is included in the payments made by the Commissioners to the Teachers of these Schools, and the remainder (£2,019 4s. 10d.) is passed to Her Majesty's Exchequer,		6,091	18 11
Agricultural Establishments:—			
Amount received by the Commissioners in Students' Fees and for Sales of Farm Produce at their Model Farms (for this kind of receipt credit is taken in preparing the annual estimates as set off against the expenditure), viz:			
Albert Establishment (Glascovie):			
Students' Fees,	£536	0	0
Farm Produce,	£3,090	16	8
	£3,626	16	8
Munster Establishment, Cork:			
Students' Fees,	£290	10	0
Farm Produce,	£851	15	7
	£1,142	5	7
		4,769	2 3
Book and School Apparatus Department:—			
Amount received for Books and other School Requisites sold to National Schools, payable to Her Majesty's Exchequer, exclusive of £13 19s. 9d. returned to Managers,		33,464	12 1
Miscellaneous Receipts, payable to Her Majesty's Exchequer,		228	2 9
Private Contribution Fund:—			
Dividends on Legacies and Donations (private contributions) invested in	£	s.	d.
Government Securities,	275	12	7
Amount realized by sale of India Stock bequeathed by the late Richard Tuohill Reid, Esq., LL.D.,	9,456	3	6
		9,731	16 1
Income Tax deductions, payable to Inland Revenue Department,		1,531	13 5
Received for Requisites on account of Her Majesty's Stationery Office,		25	18 1
Sundry repayments of moneys due to the account of the vote of previous year (1884-85),		304	19 10
Contributions from Rates by the Guardians of Poor Law Unions, in aid of Results Fees to Teachers of National Schools,		14,437	2 6
Stoppages from Quarterly Salaries of Teachers of one-fourth Premiums for Pensions, under Act 42 & 43 Vic., c. 74, 1879,		9,445	0 10
Carried forward,	£907,011	13	10

The EXPENDITURE during the year was as follows:—

		£	s.	d.	£	s.	d.
OFFICE IN DUBLIN:							
1. Salaries and Wages,		25,413	19	6			
2. Travelling Expenses,		360	2	4			
3. Legal Expenses,		18	17	7			
4. Rent,		115	7	8			
5. Incidental Expenses,		135	9	9	26,043	16	10
INSPECTION:							
1. Salaries,		29,991	0	10			
2. Travelling and Personal Allowances,		10,867	15	9	40,858	16	7
TRAINING:							
Marlborough-street Training College,		7,950	6	1			
Training Colleges, under local management,		13,264	1	9	21,214	7	10
MODEL SCHOOLS:							
1. Central,		*5,398	6	5			
2. Metropolitan,		*2,714	15	1			
3. District,		*22,439	9	7			
4. Minor,		*5,579	16	10			
5. Retiring Gratuities to Model School Teachers,		—			36,132	7	11
ORDINARY NATIONAL SCHOOLS:							
1. Principal and Assistant Teachers—							
Salaries, £399,967 13s. 1d.,		575,150	1	2			
Principal and Assistant Teachers—							
Results, £176,882 8s. 1d.,							
2. Workmistresses,		4,622	4	10			
3. Good Service Salaries,		2,650	0	5			
4. Monitors,		55,686	7	11			
5. Training Monitors, &c.,		9,505	1	10			
6. Travelling Expenses—Teachers and Monitors' Examination,		842	11	11			
7. Organizing Teachers,		363	12	9			
8. Retiring Gratuities,		346	19	4			
9. Incidental Expenditure,		48	7	0			
10. Repayment to General Post Office of Commission to Local Postmasters,		183	9	6	649,398	16	8
Carried forward,		—			773,648	5	10

* Including the portion of the School Fees (see p. 36), appropriated towards payment of the Teachers.

STATEMENT of ACCOUNT—continued.

	£	s.	d.
Carried forward, . . .	907,011	13	10
			
Total, £907,011 13 10			

EXPENDITURE during the year—*continued.*

	£	s.	d.	£	s.	d.
Brought forward,	—	—	—	773,648	5	10
AGRICULTURAL ESTABLISHMENTS:						
General Superintendence and Inspection,	558	5	7			
Albert Agricultural Training Institution,	2,694	8	9			
" Farms and Gardens,	3,028	3	1			
Munster Agricultural Training Institution,	648	4	9			
" Farm,	1,213	4	2			
Agricultural Schools,	292	3	2			
" Gardens,	23	16	8			
				8,458	6	2
BOOK AND SCHOOL APPARATUS DEPARTMENT:						
Purchase of Books and other requisites,	37,375	14	6			
Wages of Packers, &c., &c.,	645	19	6			
				38,021	14	0
Mortgages of Rentcharge of Teachers' Residences repaid to Managers by Commissioners,	—	—	—	1,105	17	6
Payments to Her Majesty's Stationery Office of amount of Sales of Account Books, Commissioners' Rules, and Reports, &c., to Managers,	—	—	—	27	17	1
Private Contribution Fund, Payments to Schools from,	952	18	10			
For conversion of Reid Bequest into Three per Cent. Stock,	9,456	3	6			
				9,709	2	4
INCOME TAX:						
Payments to Inland Revenue Department of deductions for Income Tax,	1,463	1	2			
Amount refunded on Claims,	7	9	9			
				1,470	10	11
Payment to Pensions Fund of amounts stopped from Quarterly Salaries of Teachers, under the Act 42 & 43 Vic., c. 74, 1879,	—	—	—	9,445	0	10
Rate Contributions in aid of Results Fees, Payments to Teachers from,	—	—	—	14,528	7	4
Including 284 15s. 9d. amount of Lapsed Money Orders re-issued.						
PAYMENTS TO HER MAJESTY'S EXCHEQUER:						
Amounts received on Sales of Books and other School Requisites, exclusive of £13 19s. 9d. returned to managers,	33,319	1	5.			
Amount of unappropriated balance of Fees received from Model School Pupils,	2,176	4	1			
Amount of Miscellaneous Receipts,	229	2	9			
Balance of Parliamentary Vote of 1884-85 surrendered,	2,875	8	10			
				38,599	17	1
Balance on 31st March, 1886,			£	11,996	14	9
Total,			£	907,011	13	10.

NOTE A.—The following Table shows the amount of School Fees received from Pupils in the Model Schools severally, and also the Expenditure on each School. Under head of Salaries and Allowances are included the amounts apportioned to Principal and Assistant Teachers out of the Fees paid by the Pupils:—

Name of Model School.	Average Daily Attendance.	Receipts in Fees.	Expenditure (including a portion of School Fees).		
			Salaries and Allowances.	General Expenditure.	Total.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Central, . . .	1,475	1,275 11 10	5,120 13 5	267 13 0	5,388 6 5
West Dublin, . .	317	155 1 10	1,064 1 10	114 6 5	1,178 8 3
Glasnevin (Village), .	97	46 7 4	364 16 3	44 7 4	409 3 7
Inchicore, . . .	354	147 19 7	1,067 16 7	25 6 8	1,127 3 3
Athy, . . .	80	53 7 6	405 2 0	73 7 5	479 10 1
Ballinacorney, . .	181	63 19 1	963 4 11	62 11 11	865 16 10
Ballymena, . . .	272	158 4 3	951 13 2	78 4 7	1,009 17 9
Belfast, . . .	1,044	675 16 1	3,975 7 5	481 5 10	4,456 13 3
Clongmel, . . .	130	140 15 1	745 19 5	87 15 6	833 14 11
Coleman, . . .	201	167 19 9	861 11 3	90 19 8	952 10 11
Cork, . . .	425	467 4 7	1,781 2 6	291 10 4	2,072 12 4
Dunmaway, . . .	376	164 17 5	1,250 11 5	87 17 8	1,338 9 4
Englestone, . . .	99	77 2 3	441 9 10	136 1 11	579 11 9
Ranishillen, . . .	191	164 5 3	866 19 5	92 14 11	899 14 4
Galway, . . .	115	111 10 1	636 10 3	117 4 0	747 14 3
Kilkenny, . . .	168	83 15 0	525 9 1	119 8 0	644 17 1
Limerick, . . .	311	162 13 9	955 12 5	126 19 8	1,082 13 1
Londonderry, . . .	296	239 8 7	1,232 9 6	196 15 8	1,431 5 2
Newry, . . .	241	186 18 5	390 8 6	35 17 4	1,036 3 10
Newtownards, . . .	396	172 7 0	1,298 8 11	135 10 8	1,433 19 7
Sligo, . . .	139	143 17 2	727 19 4	143 15 6	871 14 10
Trim, . . .	140	71 2 0	626 0 5	68 14 5	694 14 10
Waterford, . . .	149	174 16 5	756 6 4	151 8 4	967 14 8
Ballymoney, . . .	260	156 5 5	760 19 2	35 15 4	797 14 6
Carrickfergus, . . .	229	174 3 6	830 13 8	79 19 4	967 13 0
Lurgan, . . .	330	166 18 1	1,018 14 8	96 18 4	1,099 13 0
Monaghan, . . .	219	156 19 0	774 16 1	45 11 3	820 1 3
Newtownswewart, . .	161	99 8 9	381 2 7	37 19 3	429 1 10
Omagh, . . .	308	212 0 5	1,065 12 9	58 10 11	1,124 11 8
Parsonstown, . . .	111	94 8 7	334 16 11	46 10 8	461 1 7
	8,528	6,091 18 11	32,638 18 2	5,473 9 9	36,132 7 11
Deduct School Fees { Amount paid to Teachers, . . . £4,672 14 1 } { Balance passed to Exchequer, . . . 2,619 4 10 }					6,091 18 11
Net Cost,					30,040 9 0

NOTE B.—The Receipts for Sales of Farm Produce, &c., at each of the two Model Farms under the management of the Board, and the Expenditure thereon in 1885–86, were as follows:—

Name of Farm.	Receipts from Pupils' Fees and for Sale of Farm Produce.	Expenditure on Farms, and Training of Students.		
		Working Expenses of Farm, Live Stock, &c.	Maintenance of Agricultural Students, and Salaries of Agriculturists, &c.	Total Cost of Farms and Training Institutions.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Albert,	3,626 16 8	3,628 3 1	2,694 8 9	5,722 11 10
Minster,	1,142 5 7	1,213 4 2	648 4 9	1,861 8 11
	4,769 2 3	4,841 7 3	3,342 13 6	7,584 0 9
Deduct Farm Expenses, .	4,241 7 3	Deduct Farm Receipts, .		4,769 2 3
Excess of Farm Receipts,	527 15 0	Net Cost, Farms and Institutions,		2,814 18 6

NAMES OF THE COMMISSIONERS
OF
NATIONAL EDUCATION IN IRELAND,
ACCORDING TO THE DATES OF THEIR RESPECTIVE APPOINTMENTS,
ON
31ST DECEMBER, 1885.

	Year of Appointment.
His Grace The Duke of LEINSTER,	1841
Right Hon. Mr. JUSTICE LAWSON, LL.D.,	1861
Sir JOHN LENTAIGNE, C.B., D.L.,	1861
Hon. Mr. JUSTICE O'HAGAN,	1861
Right Hon. Lord FITZGERALD,	1864
JAMES WILLIAM MURLAND, Esq., A.M.,	1865
Right Hon. Lord CHIEF JUSTICE SIR MICHAEL MORRIS, BART.	1868
Rev. CHARLES L. MORRELL, D.D.,	1868
Rev. JOHN H. JELLET, D.D., Provost of Trinity College, Dublin	1868
Right Hon. Viscount MONCK, G.C.M.G.,	1871
Right Hon. Sir PATRICK J. KEENAN, K.O.M.G., C.B., Resident Commissioner,	1871
Sir ROBERT KANE, LL.D., F.R.S.,	1875
Right Hon. W. H. F. COGAN, D.L.,	1880
EDMOND G. DEASE, Esq., J.P.,	1880
Rev. HUGH HANNA, D.D.,	1880
DAVID ROSS, Esq., LL.D., Q.C., Recorder of Belfast,	1881
Right Hon. Lord JUSTICE FITZGIBBON,	1884
Right Hon. Lord JUSTICE NAISH,	1885
[Two vacancies.]	

N.B.—The Appendix to this Report is in course of preparation.

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The Queen's Printing Office.
For Her Majesty's Stationery Office.

APPENDIX
TO THE
FIFTY-SECOND REPORT
OF THE
COMMISSIONERS
OF
NATIONAL EDUCATION
IN IRELAND,
FOR THE YEAR 1885.

Presented to both Houses of Parliament by Command of Her Majesty.



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1886.

[C.—4800.—I.] Price 1s. 11d.

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TO THE

FIFTY-SECOND REPORT

OF

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND (1885).

APPENDIX A.

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RULES AND REGULATIONS
OF THE
COMMISSIONERS OF NATIONAL EDUCATION IN
IRELAND.

Appendix A.

Rules and
Regulations
of Commis-
sioners.

GENERAL NATURE OF THE SYSTEM OF NATIONAL
EDUCATION.

Its Object and fundamental Principle.

1. The object of the system of National Education is to afford *combined* literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.

2. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the Clergy and Laity of the different religious denominations should co-operate in conducting National Schools.

3. The Commissioners by themselves, or their Officers, are to be allowed to visit and examine the Schools whenever they think fit.

4. The Commissioners will not change any fundamental Rule without the express permission of His Excellency the Lord Lieutenant.

5. The Commissioners will not withdraw, or essentially alter, any book that has been, or shall be hereafter, unanimously published or sanctioned by them, without a previous communication with the Lord Lieutenant.

Description of Schools to which the Commissioners grant Aid.

6. The Schools to which the Commissioners grant aid are divided into two classes, viz. :—1st. Vested Schools, of which there are two sorts, namely, (a.) those vested in the Commissioners; and, (b.) those vested in Trustees, for the purpose of being maintained as National Schools; 2nd. Non-vested Schools, the property of private individuals. Both these classes of Schools are under the control of Patrons or Local Managers.

7. There are also Model Schools, of which the Commissioners are themselves the Patrons, but which are conducted on the same fundamental principles as the ordinary National Schools.

8. The Commissioners encourage industrial instruction in National Schools in all suitable cases.

9. The Commissioners require that instruction shall be given in plain needlework in all Schools in which Female Teachers are employed.

EXTENT OF AID, AND CONDITIONS UPON WHICH GRANTED.

Kinds of Aid.

10. The Commissioners of National Education award aid—

(a.) Towards the payment of Teachers and supply of Books and other School Requisites.

(b.) Towards building School-houses, and providing suitable fittings and furniture. This aid is given for vested Schools only.*

(c.) Towards providing Residences for Teachers of National Schools. See Rules 247 to 249.

* Under provisions of the 47 & 48 Vict., ch. 22 ("Loans for Schools and Training Colleges (Ireland) Act, 1884"), a loan may be obtained for "the erection, enlargement, structural improvement, or purchase of a house to be used as a non-vested National School." See page 43.

Appendix A. 11. The Commissioners reserve to themselves in all cases, in vested as well as in non-vested schools, the right to refuse or withdraw any grant of salary, &c., whenever they see fit.

Rules and
Regulations
of Commis-
sioners.

Towards building School-houses (Vested).

12. Before any grant is made towards building a School-house, the Commissioners must be satisfied (a.) that a necessity exists for such a School, (b.) that an eligible site has been procured, (c.) that a proper lease of the site for the purposes of National Education will be executed either to Trustees, or to the Commissioners in their corporate capacity;* (d.) that the applicants are prepared to raise, by local contribution, at least one-third of the whole sum which the Commissioners may deem necessary for the erection of the house and providing furniture; and (e.) that when the School comes into operation adequate local aid will be provided in augmentation of the Teacher's emoluments from the Board.

13. In rural districts if the proposed site for a School is within three statute miles by road of a vested National School, no grant will be made, except under special circumstances.

14. The site should be healthy, with a supply of pure water conveniently near, should be easy of access, and must be approved by the Board of Public Works.

15. Although the Commissioners do not refuse aid towards the erection of School-houses on ground connected with places of worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore require that, before Church, Chapel, or Meeting-house ground be selected as the site of a School-house, strict inquiry be made whether any other convenient site can be obtained, and that the result shall be stated to them.

16. The School premises to be vested, whether in the Commissioners or in Trustees, must be held at a nominal rent, or guaranteed by special sureties against any liability for rent, and for such term as, under the circumstances, the Commissioners may deem necessary.

17. (a.) The following is the scale of Grants for the erection of School-houses, whether vested in Trustees or in the Commissioners:—

Number of Pupil.	Number of Children to be accommodated.		Amount of Grant.	Amount of Local Contribution.	Total Estimated Cost, including School Furniture and out-fittings.	Description of School.
	Average on Rate (6 square feet for each).	Average attendance (8 square feet for each).				
1	60	45	150	75	225	Single School-room.
2	75	56	166	83	249	Ditto.
3	100	75	188	94	282	Ditto.
4	120	90	224	112	336	Ditto.
4 A	120	90	236	118	354	Two School-rooms on ground.
5	150	112	306	153	459	Ditto on ground.
5 A	150	112	276	138	414	Ditto two stories.
6	200	150	354	177	531	Ditto on ground.
6 A	200	150	316	158	474	Ditto two stories.
6 B	200	150	378	189	567	Ditto on ground (alternative plan).
7 A	300	225	466	234	700	Ditto two stories.
7 B	300	225	533	267	800	Ditto on ground.
8 A	400	300	600	300	900	Ditto two stories.
8 B	400	300	666	334	1,000	Ditto on ground.

* Under a recent Act of Parliament (44 & 45 Viet., cap. 65), limited owners have the power of granting sites for School-houses and Teachers' Residences, at a nominal rent, for any period from 99 to 999 years. See page 110.

(b.) The Commissioners reserve to themselves the right of accepting re- *Appendix.*
payment of the Grants made towards the erection of a School-house *Rule, and*
and in such a case, of removing the School from their list of Vested Schools. *Regulations*
of Commis-

18. The shortest lease that will be accepted in making grants under this scale will be sixty-one years; or three lives and thirty-one years concurrent.

19. The lease must be prepared in the Education Office in the form authorized by the Commissioners, the expense to be borne by the Commissioners.

20. (a.) When grants are voted towards defraying the cost of the building of a School-house, the lease must be duly executed *before the case is finally remitted to the Board of Public Works.* (b.) The Commissioners will not accept a transfer to themselves (as a Vested School) of any building already used as a National School.

21. No grant can be approved until (a.) the District Inspector shall have reported upon all the circumstances of the case; (b.) the Board of Works shall have reported on the eligibility of the site; and (c.) the Law Adviser of the Commissioners shall have given his opinion, from the information laid before him, that a satisfactory lease can be executed.

22. The Commissioners determine what amount of school accommodation should be provided in the proposed building; and the cost of the house, &c., is determined by the number of children which it is intended to accommodate.

23. When the expected attendance is less than sixty on rolls, or exceeds 400, the Commissioners will be prepared to make a special Grant, in accordance, however, with the principles of the scale in Rule 17.

24. The Board of Works will furnish instructions as to the plan and specifications, to which the parties receiving aid are bound strictly to adhere; but the Commissioners will be prepared to consider and submit to the Board of Works special plans furnished to them by applicants.

25. The Commissioners do not sanction grants for the ornamenting of School-houses. If buildings of an ornamental description be preferred, the whole of the extra expense must be provided by the applicants.

26. The Commissioners will keep the School-house and furniture in repair when the premises are vested in themselves.

27. (a.) When the School premises are vested in Trustees, it is the duty of such Trustees to keep the house, furniture, &c., in repair. (b.) Grants in aid of local contributions are made to existing Vested Schools, whether Vested in the Commissioners or in Trustees, for adding to or enlarging them, enclosing the sites, or other desirable or necessary structural changes or improvements. (c.) In the case of Schools Vested in Trustees no Grants can be made for the execution of any work which is required to make good damages arising from neglect, misuse, or lapse of time, or continuous use, unless in cases specially recommended by the Board of Works.

Towards Support of Schools previously established (Non-Vested).

28. The aid granted to non-vested Schools consists of salary, results fees, gratuities, books, and other school requisites, and the benefits of inspection and training. (See note to Rule 10 as to loans for the erection of non-vested School-houses.)

29. The Commissioners do not contribute towards Repairs, Fittings, or Furniture; or to the Rent of the School-house.*

* Loans for providing Residences for Teachers of Non-Vested schools may, however, be obtained. (See Rules 247-248.)

Appendix A.
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Regulations
of Commis-
sioners.

30. Before granting aid (a.) the School must be in actual operation under a competent teacher, and the Commissioners will inquire whether (b.) the case is deserving of assistance; (c.) there is reason to expect that the School will maintain an average daily attendance of at least thirty pupils; (d.) adequate local provision will be made in augmentation of the Teacher's emoluments from the Board (e.) the School-house is suitable, in good repair, adequately furnished, and provided with proper out-offices; and (f.) the Teacher is the owner of or liable for rent for the School-house.*

31. In certain cases, namely, where the means of religious instruction are not attainable by children of a particular denomination in any National School within reasonable distance from their homes, the Commissioners are prepared to make modified grants to Schools in which the average daily attendance of pupils is less than 30; but they reserve to themselves the power in all cases of preventing the unnecessary multiplication of Schools in any district. (See Rule 172.)

32. Before the Commissioners decide upon an application for aid, they require from the Inspector of the district a report upon all the circumstances of the case.

33. To warrant continuance of aid the House and Furniture must be kept in sufficient repair by means of local contributions, and the School must be conducted in all respects in a satisfactory manner, and in accordance with the Rules and Regulations of the Commissioners.

34. (a.) In Mixed Schools, i.e., Schools in which male and female children are taught in the same room, the Principal Teacher, subject to the approval of the Board, may be either male or female, as the circumstances of the School may require; but (b.) when a Mixed School has been received into connexion, the sanction of the Commissioners should be obtained for the substitution of a male for a female Teacher, or *vice versa*. (c.) A female Teacher, whether Principal or Assistant will not be recognised in a Boys' School, unless it is attended by Infant pupils only, nor (d.) a male Teacher, whether Principal or Assistant, in a Girls' School, nor (e.) will a male Assistant be recognised in any School under a female Principal. (See Rule 168).

35. When a School has been taken into connexion, as a School for males or females solely, the sanction of the Commissioners should be obtained for a change from a male to a female School, or *vice versa*, or to a mixed School. This is not to preclude the admission of Infant Boys to Girls' Schools.

DIFFERENT CLASSES OF NATIONAL SCHOOLS.

Model Schools

36. Model Schools, of which there are three classes, viz.:—(a.) The Central and Metropolitan Model Schools, (b.) District Model Schools, and (c.) Minor Model Schools, have been built out of the funds placed by Parliament at the disposal of the Commissioners, and are under their exclusive control.

37. The chief objects of Model Schools are to promote united education, to exhibit to the surrounding Schools the most improved methods

* In no National School can any children be kept apart from the ordinary pupils on the ground of payment of School fees, or the social position of their parents, as the Commissioners regard any such separation of one class of pupils in a National School from the rest of the pupils as inconsistent with the spirit of the National system of Education.

of literary and scientific instruction, and to educate young persons for the office of Teacher. *Appendix A.*

38. In Model Schools, the Commissioners appoint and dismiss the Teachers and other officers; regulate the course of instruction; and exercise all the rights of Patrons. *Rules and Regulations of Commissioners.*

39. The Commissioners afford the necessary opportunities for giving religious instruction to the Pupils by such Pastors or other persons as are approved of by their parents or guardians, and in separate apartments allotted to the purpose.

*Ordinary National Schools.**

40. These Schools, whether Vested or Non-vested, are under local management, and are taught by lay Teachers approved of by the Board.

Agricultural National Schools.

41. Agricultural National Schools are Schools to which farms or gardens are attached, for the purpose of illustrating and introducing the most approved systems of tillage and husbandry.

42. Agricultural Schools consist of—(a.) The Albert Model Agricultural National School, Glasnevin, under the exclusive management of the Board; (b.) The Munster Model Agricultural and Dairy National School, under the Management of the Board aided by a local committee; and (c.) Ordinary National Schools with School-farms or gardens attached.

43. (*Omitted Rule.*)

44. (*Omitted Rule.*)

45. (*Omitted Rule.*)

46. (*Omitted Rule.*)

47. The Commissioners admit into the Albert Model Agricultural National School a limited number of free, and also of paying resident Agricultural Pupils.

48. The Teachers of Agricultural Schools must be competent to give instruction both in the theory and practice of Agriculture, and must give practical instruction in Agriculture to their pupils.

49. In the Ordinary National Agricultural Schools the aid granted by the Commissioners to the Teachers for the promotion of Agricultural instruction consists in special Results fees, awarded upon the recommendation of the Superintendent of the Agricultural Department, or of such other officer as may be approved by the Board. (Rule 200, and pages 72 and 73.)

50. Before granting such aid, the Commissioners require to be satisfied (a.) that the farm attached is efficiently managed, and (b.) that the proficiency of the pupils in Agricultural knowledge is satisfactory.

51. The Commissioners award special Results fees, on the recommendation of the District Inspectors, to the Teachers of National Schools, who exhibit the best specimens of garden culture on ground attached to their respective Schools, and cultivated principally by the pupils.

National Schools in which Special Industrial instruction is given.

52. In these Schools, embroidery and other advanced kinds of needlework are taught. The Commissioners grant salaries to the Teachers, on the following conditions:—

(a.) That all the pupils of the industrial department, as in the case of the pupils of the literary department, shall attend for at least four hours daily for secular business, and shall receive literary instruction, for at least two of these hours daily.

*This class of schools is distinct from Model Schools, Convent Schools, Monastery Schools, and Workhouse Schools.

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(b.) That no religious instruction or religious exercise shall take place during the time the pupils are engaged in either literary or industrial occupation.

(c.) That a separate room be provided for industrial instruction

(d.) That in addition to the literary Teacher, there shall be a suitable person appointed to conduct the industrial department.

53. (*Omitted Rule.*)

54. The amount of salary will depend upon the circumstances of each case. (*Rule 201.*)

Convent and Monastery National Schools (Vested and Non-vested).

55. Convent and Monastery National Schools, whether vested or non-vested, are regulated by the same Rules respectively as other National Schools, save so far as these rules are modified by the special rules applicable to Convent and Monastery National Schools.

56. The members of the community may discharge the office of Literary Teachers, either exclusively by themselves, or with the aid of such lay persons as they may see fit to employ as Assistants.

57. (a.) The amount of salary awarded to Convent National Schools is regulated by the average number of children in daily attendance (*see Rule 174*); or (b.) if the Teachers of these Schools adopt the principle of classification, they will receive the same class salaries as the Teachers of Ordinary National Schools. (c.) These conditions apply also to the Monastery National Schools recognised previous to 1885; but (d.) aid will be granted to other Monastery Schools only on the condition that the Teachers of such Schools shall adopt the principle of classification. (e.) Results fees are in all cases paid according to the same scale as in Ordinary National Schools.

58. (*Omitted Rule.*)

59. Evening Schools are also recognised in connexion with the Convent and Monastery National Schools. (*Rule 175.*)

Workhouse National Schools.

60. Workhouse Schools are received into connexion, and grants of Books, &c., made to them, on condition that they shall be subject to inspection by the Commissioners or their officers.

61. The fundamental rules of the Board of National Education must be faithfully observed in these schools.

Schools attached to Lunatic Asylums.

62. Schools attached to Lunatic Asylums are received into connexion upon the same general principles as the Workhouse Schools.

Evening National Schools.

63. The Commissioners grant aid towards the support of Evening Schools, where the wants of the locality render such schools desirable. The aid is limited to salary, results fees, books, and inspection. Such aid in future will not be granted except to Evening Schools attended by pupils of one sex only. (*Rules 175 and 198.*)

USE OF SCHOOL-HOUSES.

64. In Non-vested Schools, the Commissioners do not, in ordinary cases, exercise control over the use of the School-houses on Sundays, or

before or after the School-hours on the other days of the week ; such use being left to the Patrons or local Managers, subject to the following limitations, and to the interference of the Board in cases leading to contention or abuse.

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sioners.

65. (*Omitted Rule.*)

66. No aid will be granted to a School held in a place of worship ; nor will the Commissioners sanction the transfer of an existing School to a place of worship even for a temporary period.

67. When a School-room is in any way connected with a place of worship, there must not be any direct internal communication between the School-room and such place of worship.

68. Vested School-houses must be used exclusively for the education of the pupils attending them ; except on Sundays, when they may be employed for Sunday Schools, with the sanction of the Patrons or Local Managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

69. No political meetings shall be held in National School-houses, whether Vested or Non-vested ; nor shall any political business whatsoever be transacted therein.*

70. When any School is received into connexion, the Commissioners will require that the inscription "NATIONAL SCHOOL," shall be put up in plain and legible characters on a conspicuous part of the School-house, or on such other place as may render it conspicuous to the public. In Vested Schools a stone is to be introduced into the wall having that inscription cut upon it.

71. The Commissioners will not sanction any inscription containing a title of a denominational character, or which may appear to them to indicate that the School is one belonging to any particular religious body ; but the terms Boys', Girls', or Infants', with the proper local designation taken from the city, town, parish, street, village, or townland, in which the School is established, or the name of the founder, may be included in the inscription.

72. No emblems or symbols of a denominational nature shall be exhibited in the School-room during the hours of united instruction ; nor will the Commissioners in future, grant aid to any School which exhibits on the exterior of the buildings any such emblems.

73. No emblems or symbols of a political nature shall at any time be exhibited in the School-room or affixed to the exterior of the buildings ; nor shall any placards whatsoever, except such as refer to the legitimate business of school management, be affixed thereto.

RELIGIOUS AND SECULAR INSTRUCTION.

74. (a.) In all Day National Schools not less than four hours a day (including, if necessary, a play-time of not more than half an hour) must be provided on the Time-Table for the ordinary secular business on at least five days in the week. (b.) A pupil who on any of these days does not remain under instruction until the conclusion of the ordinary literary business, as notified on the Time-Table, cannot be credited with an attendance on that day. (c.) In regularly organized Infants' Schools and Infants' Departments, the limit of half an hour for play does not apply.

75. Opportunities are to be afforded (as hereinafter provided for) to the children of all National Schools for receiving such religious instruction as their parents or guardians approve of.

* National School-houses may, by Act of Parliament, be used as polling booths for the election of members of Parliament, on the requisition of the Sheriff.

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76. Religious instruction must be so arranged (a.) that each school shall be open to children of all communions for combined literary and moral instruction ; (b.) that, in respect of religious instruction, due regard be had to parental right and authority ; and, accordingly, that no child shall receive, or be present at, any religious instruction of which his parents or guardians disapprove ; and (c.) that the time for giving religious instruction be so fixed that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the School affords.

77. (a.) A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend (b.) that, as far as may be practicable, the general nature of such religious instruction be also stated therein ; (c.) and such notification of the time and nature of the religious instruction is the only one that can be exhibited in the School during the time set apart for literary instruction.

78. The "Time Table" must be kept constantly hung up in a conspicuous place in the School-room.

79. When the secular precedes the religious instruction, the Teacher must, immediately before the commencement of the latter, announce distinctly to the pupils that the hour for religious instruction has arrived, and must put up, and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof containing the words "Religious Instruction," printed in large characters, on the form supplied by the Commissioners. Similarly when the School commences with religious instruction, the Teacher is to put up and keep up the same notification.

80. Also, when the secular precedes the religious instruction in any National School, there shall be a sufficient interval between the announcement and the commencement of the religious instruction ; and whether the religious or the secular instruction shall have precedence in any National School, the books used for the instruction first in order shall be laid aside at its termination, in the press or other place appropriated for keeping the School-books.

81. No secular instruction, whether literary or industrial, shall be carried on in the same apartment, during school-hours, simultaneously with religious instruction.

82. The term "SCHOOL-HOURS" is always to be understood to mean the entire time in each day, from the opening of the School to the closing of the same for the dismissal of the pupils.

83. In vested Schools such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them in the School-room, for the purpose of giving them religious instruction there, at times convenient for that purpose—that is, at times so appointed as not to interfere unduly with the other arrangements of the School.

84. In non-vested Schools, it is for the Patrons or Local Managers to determine whether any, and if any, what religious instruction shall be given in the School-room ; but if they do not permit it to be given in the School-room, the children whose parents or guardians so desire, must be allowed to absent themselves from the School, at reasonable times, for the purpose of receiving such instruction elsewhere.

85. (a.) The Patrons and Managers of all National Schools have the right to permit the Holy Scriptures (either in the Authorized or Douay Version) to be read at the time or times set apart for religious instruction ; (b.) and in all Vested Schools the parents or guardians of the children

have the right to require the Patrons and Local Managers to afford opportunities for the reading of the Holy Scriptures, in the School-room, under proper persons approved of by the parents or guardians for that purpose.

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86. The reading of the Scriptures, either in the Protestant Authorized, or Douay Version,—the teaching of Catechisms,—public prayer,—and all other religious exercises, come within the rules as to religious instruction.

87. (a.) Religious instruction, prayer, or other religious exercises, may take place before and after the ordinary School business (during which all children, of whatever denomination they may be, are required to attend); and may take place *at one intermediate time*, between the commencement and the close of the ordinary school business. (b.) The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises *at an intermediate time* in cases where it shall appear to them that such arrangement will interfere with the usefulness of the school, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any inconvenience.

(c.) With the above exception, the secular School business must not be interrupted or suspended by any spiritual exercise whatsoever.

(d.) The Commissioners earnestly recommend that Religious Instruction shall take place either immediately before the commencement or immediately after the close, of the ordinary school business; (e.) and they further recommend that, whenever the Patron or Local Manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children who, according to these Rules, should not be present thereat.

88. The Register and Roll Book kept in each School, according to the Forms furnished by the Commissioners, must show the religious denomination of each child attending the School.

89. The religious denomination is to be ascertained from the parent (the *father*, if possible) or the guardian of the pupil, and is to be entered in the Register according to his wish.

90. (a.) No pupil who is registered by his or her parents or guardians as a Protestant is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is a Roman Catholic; (b.) and no pupil who is registered by his or her parents or guardians as a Roman Catholic is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is not a Roman Catholic. (c.) And further, no pupil is to be permitted to remain in attendance during the time of any religious instruction to which his or her parents or guardians object.

(d.) Provided, however, that in case any parent or guardian shall express a desire that the child should receive any particular religious instruction, and shall record such desire in the book provided for that purpose in the School, this prohibition shall not apply to the time during which such religious instruction only is given.* (e.) The entry in the book shall be signed with the name or mark of the parent or guardian, and the book shall be submitted to the Inspector whenever he visits the School. (f.) The Certificate Book must not be removed from the School-room. (g.) The signing of it must in all cases be the spontaneous act of the parent (or guardian), the *father*, if possible.

* Such expression of desire may at any time be revoked by the parent or guardian and shall thereupon become inoperative.

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The following is the Form of Book :—

Roll No., _____ School, _____ County, _____
Name of Teacher who gives Religious Instruction, _____
Religious Denomination of do., _____

CERTIFICATE OF PARENT OR GUARDIAN.

* [In case a Parent or Guardian should wish his Child to receive religious instruction from a Teacher who is of a different religious denomination from the Child, or from a Teacher who gives any religious instruction different from that which is in accordance with the creed of the Child, the following Certificate is to be made by such Parent or Guardian.]

NOTE.—As some doubts have arisen as to the interpretation of the Rule, attention is requested to the following minute of the Board :—

"The object of the Rule is more fully to carry out the general principle of the Board, that no child is to receive any religious instruction contrary to the wishes of his parent. Accordingly the Rule first provides for the case where the Teacher is a Protestant and the child a Roman Catholic, or vice versa. In this case the dissent of the parent is implied, and no religious instruction can be given to a child by a Teacher of the different creed unless the parent expressly requests it. But where the Teacher and the child are both Protestants, whether of the same or of a different denomination, the dissent of the parent will not be implied. In this case religious instruction in the Scriptures or in his own Catechism may be given to the child unless the parent expressly forbids it. In such case, however, the assent or dissent, whether implied or expressed, may be modified by an entry, duly signed by the parent in the Certificate Book of Religious Instruction; but no Pupil is to be permitted to be present whilst instruction is being given in the Catechism of a different persuasion from his or her own, without the express sanction of his or her Parents or Guardians, written in the Form provided."

I (1) _____, being the (2) _____ of (3) _____, who is registered by me as (4) _____ in the School Register of the (5) _____ National School, HEREBY CERTIFY that it is my desire that the said (6) _____ shall receive instruction in (7) _____ during the time set apart for Religious Instruction.

Signature of Parent or Guardian, (8) _____

Witness, if signed by "Mark," _____

Dated _____ day of _____, 18—.

CERTIFICATE OF TEACHER.

I HEREBY CERTIFY that before (9) _____ signed the above Certificate, I read aloud to (10) _____ the following Rule of the COMMISSIONERS OF NATIONAL EDUCATION :—

"No Pupil who is registered by his or her Parents or Guardian as a Protestant is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is a Roman Catholic; and no Pupil who is registered by his or her Parents or Guardian as a Roman Catholic is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is not a Roman Catholic. And further, no Pupil is to be permitted to remain in attendance during the time of any religious instruction to which his or her Parents or Guardians object."

"Provided, however, that in case any Parent or Guardian shall express a desire that the Child should receive any particular religious instruction, and shall record such desire in the Book provided for that purpose in the School, this prohibition shall not apply to the time during which such religious instruction only is given." The entry in the Book shall be signed with the name or mark of the Parent or Guardian, and the Book shall be submitted to the Inspector whenever he visits the School.

"Such expression of desire may at any time be revoked by the Parent or Guardian and shall thereupon become inoperative."

And I FURTHER CERTIFY that I believe when the said (11) _____ signed the above Certificate (12) _____ had a full apprehension of the meaning and force of the Rule, and also of the true intent and object of the Certificate.

Signature of Teacher, _____

Dated _____ day of _____, 18—.

(1) Insert the name of the Parent or Guardian who makes the Certificate.

(2) Insert the relationship of the Parent or Guardian; as—"Father," "Mother," "Aunt," &c.

(3) Insert the name of the Pupil.

(4) Insert the registered religion of the Pupil.

(5) Insert the name of the National School.

(6) Insert the name of the Pupil again.

(7) Insert in full the nature of the Religious Instruction; as—The Holy Scriptures in the Authorized Version—The Roman Catholic Catechism—The Protestant Catechism, &c., &c. This is to be written by the Parent or Guardian; but in case the Parent or Guardian cannot write, it may be written by the Teacher.

(8) The Parent or Guardian is here to inscribe his name. If the Parent or Guardian be unable to write his name, he is to sign by mark; but this mark must be witnessed by some respectable third party.

(9) Insert the name of the Parent or Guardian.

(10) Insert "him" or "her."

(11) Insert the name of the Parent or Guardian.

(12) Insert "he" or "she."

CERTIFICATE OF INSPECTOR.

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I HEREBY CERTIFY that I have examined the Certificate of (1) ——— and also of the Teacher (2) ——— above set forth, and that I am satisfied as to the genuineness of each.

Signature of Inspector, ———

Dated — day of —, 18 —

(1) Insert the name of the Parent or Guardian.

(2) Insert the name of the Teacher.

USE OF BOOKS AND TABLETS.

91. (a.) The use of the books specified on the Board's List, whether published or sanctioned by the Commissioners is not compulsory; but (b.) the titles of all other books which the Patrons or Managers of Schools intend for the ordinary School business, must be notified to the Commissioners before they are introduced into the School; and none are to be used to which they object. (c.) The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

92. If any books other than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

93. The Commissioners do not insist on the "Scriptural Lessons" or book of "Sacred Poetry" being read in any of the National Schools, nor do they allow them to be read as part of the ordinary School business (during which all children, of whatever denomination they may be, are required to attend) in any School attended by children whose parents or guardians object to their being read by their children. In such cases the Commissioners prohibit the use of these books, except at times set apart for the purpose, either before or after such ordinary School business, and under the following conditions:—

First—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

Second—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the Time-table of the School—that there shall be a sufficient interval between the conclusion of such ordinary School business and the commencement of such reading; and that the teacher shall, immediately before its commencement, announce distinctly to the pupils, that any child whose parent or guardian so desires may then retire.

Third—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary School business, in order that those children who do not join in the reading of these books may enjoy ample means of literary instruction in the School-room.

94. When using the Scripture Lessons, the Teachers are prohibited, except at the time set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

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95. The Commissioners require that the principles of the following Lessons, or of a Lesson of a similar import (if approved of by the Commissioners), shall be strictly inculcated, during the time of united instruction, in all Schools received into connexion with the Board, and that a copy of the Lesson itself be hung up in each School:—

Christians should endeavour, as the Apostle Paul commands them, to live peaceably with all men (Rom. ch. xii, v. 18), even with those of a different religious persuasion.

Our Saviour, Christ, commanded His disciples to love one another. He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend His religion to be forced on men by violent means. He would not allow his disciples to fight for Him.

If any persons treat us unkindly, we must not do the same to them; for Christ and His apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, when He was reviled, reviled not again (1 Pet. ch. ii, v. 23).

96. The use of the Tablet furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

97. The rules as to religious instruction do not apply, except in the way hereinbefore stated, to the Scripture Lessons and the Book of Sacred Poetry, or to the matter contained in the common School-books, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of united instruction.

MANAGEMENT OF NATIONAL SCHOOLS.

98. The government of the National Schools is vested in the Patrons or Local Managers thereof.

99. (a.) The Commissioners recognise as the Patron the person who applies in the first instance to place the School in connexion with the Board, unless it be otherwise specified in the application.

(b.) The local Manager is the person who is charged with the direct government of the School, the appointment and removal of Teachers, and the carrying on of the necessary correspondence with the Commissioners.

(c.) A person, to be eligible for the position of local Manager of a School, must be either a clergyman or other person of good position in society, must reside within a convenient distance from the School, and must undertake to visit the School frequently, and to check and certify the correctness of the quarterly and other returns furnished from the School to the Education Office.

(d.) Before finally sanctioning the appointment of any person as Manager for the first time, the Commissioners require from him an undertaking in writing to have their Rules and Regulations complied with.

See Rules 114 and 241.

100. (a.) The Patron has the right of managing the School himself, on the above conditions, or of nominating any fit person to act as local Manager of the School. (b.) The Patron may, at any time, resume the direct management of the School, or appoint another local Manager. (c.) The local Manager possesses all the powers of the Patron, except that of appointing a Manager.

101. (*Omitted Rule.*)

102. (a.) When a School is under the control of a School Committee, such School Committee is the Patron. (b.) The Commissioners cannot sanction any arrangement by which the teacher of a National School can be a member or officer of the School Committee.

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103. When a School is vested in Trustees, the Commissioners recognise the Trustees as Patron.

104. When a School is vested in the Commissioners, the name of the Patron or Patrons is inserted in the lease.

105. (a.) If a Patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Board. (b.) But if the Patron refuses or neglects to exercise this power, the selection of a Patron may be made by the Commissioners.

106. In all cases the Commissioners reserve to themselves the power of determining whether the Patron, or the person nominated by him, either as his successor, or as local Manager, can be recognised by them as a fit person to exercise the trust.

107. (a.) The Commissioners also reserve to themselves the power of withdrawing the recognition of a Patron or of a local Manager if he shall fail to observe the rules of the Board, or if it shall appear to them that the educational interests of the district require it. (b.) But such recognition will not be withdrawn without an investigation into the above matters held after due notice to the Patron or local Manager, and to all parties concerned.

108. (a.) In the case of a vacancy in the Patronship by death, the representative of a lay Patron, or the successor of a clerical Patron, is recognised by the Board (where no valid objection exists) as the person to succeed to the Patronship of the School. (b.) But if such representative, or clerical successor, refuses to accept, or is ineligible for, the office of Patron, the selection of a Patron may be made by the Commissioners.

109. When a School is under the patronage of joint Patrons, of Trustees, or of a Committee, a local Manager should be appointed by them.

110. (a.) The Managers of Schools have the right of appointing the Teachers, subject to the approval of the Board, as to character and general qualifications. (b.) The Managers have also the power of removing the Teachers of their own authority, subject to the following rule:—

111.* The Manager must enter into an agreement with the Teacher, in one of the forms provided by the Board, specifying the duties and emoluments of the teacher, and containing a proviso that the engagement is terminable on three months' notice given either by the Manager or Teacher, but preserving to the Manager the power enjoyed by him of summary dismissal, subject to the following condition:—

“In any case of summary dismissal the teacher shall be entitled to three months' salary, to be paid by the Manager personally, unless such dismissal was for sufficient cause, in which latter case the teacher shall not be entitled to any compensation.”

PROVISO.—This rule applies without exception to all grants to schools not in connexion with the Board before the 24th September, 1872.

Its provisions, however, are not obligatory in the case of any school the Manager of which entered into relations with the Board under the old rule of 1869, Part I., Section VI., Paragraph 12; but should any such Manager decline to comply with the conditions of the new rule, his teachers will not be entitled to the advantages of the grant for payment by results.

Accordingly any such Manager who claims for his teachers participation

* This rule does not apply to any but Principal Teachers, Permanent Assistants and Permanent Workmistresses, who receive personal payments from the Commissioners.

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in the grant for payment by results must before payment is made by the Board exhibit to the Inspector either of the official forms of "Agreement" properly executed by himself and his teachers.

The following are the Forms of agreement provided by the Board :—

FORM No. I.

MEMORANDUM OF AN AGREEMENT made the day of , 188 ,
between Local Manager of the School (hereinafter called
the Manager) of the one part, and Teacher of the said School
(hereinafter called the Teacher) of the other part :

(I.) The manager agrees to employ the teacher as the teacher
of the school, from the day of , 188 , henceforth until the
expiration of three calendar months from the date at which notice in
writing shall have been given by either side, to determine the said
employment.

(II.) The manager shall have absolute power to determine the said
employment, without previous notice, on payment by him, at any time,
to the teacher, of three months' salary.

(III.) The manager shall also have power to determine the said em-
ployment, without previous notice, for misconduct or other sufficient
reason ; but in every case of such determination the teacher shall be
entitled to three months' salary, to be paid by the manager, unless such
manager shall obtain the declaration of the opinion of the Board of
National Education, that such determination of employment was for
sufficient cause, in which latter case the teacher shall not be entitled to
any compensation.

(IV.) In the event of the employment being determined by the
manager on the ground of misconduct or other sufficient reason (under
Article III.), the opinion of the Board of National Education that such
determination was or was not justified shall be conclusive and final to all
intents and purposes, and a letter to that effect, signed by the acting
secretaries or secretary of the Board, shall be conclusive evidence between
the parties of such opinion.

(V.) In case the teacher shall determine the said employment at any
time without giving three calendar months' notice as hereinbefore provided
(except for good and sufficient reason testified by the opinion of the
Board, and evidenced by a letter signed as above mentioned), he shall
forfeit any salary and emoluments, or any part of such salary and emolu-
ments, then due to him, as the Board may order.

(VI.) The duties of the teacher shall be such as are in accordance with
the Rules of the Commissioners.

(VII.) The salary and emoluments of the teacher are to be as fol-
lows :—

FORM No. II.

MEMORANDUM OF AN AGREEMENT made the day of , 188 ,
between Local Manager of the School (hereinafter called
the Manager) of the one part, and Teacher of the said School
(hereinafter called the Teacher) of the other part :

(I.) The manager agrees to employ the teacher as the teacher
of the school, from the day of , 188 , henceforth until the
expiration of three calendar months from the date at which notice in
writing shall have been given by either side to the other to determine
the said employment.

(II.) The manager shall have absolute power at any time to determine the said employment without previous notice to the teacher; but in every such case (not coming under Article III.) he shall be bound to pay to the teacher three months' salary, recoverable as a debt.

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(III.) The manager shall also have power to determine the said employment, without previous notice, for misconduct or other sufficient reason; in which case the teacher shall not be entitled to any compensation.

(IV.) In case the teacher shall determine the said employment at any time without giving three calendar months' notice, as hereinbefore provided (except for good and sufficient reason), he shall pay to the manager three months' salary, recoverable as a debt.

(V.) The duties of the teacher shall be such as are in accordance with the Rules of the Commissioners.

(VI.) The salary and emoluments of the teachers are []

NOTE.—Any entry in either of these Forms of Agreement, at variance with the spirit and conditions of Rule 173, will render the Agreement invalid. The responsibility of a Manager under an Agreement ceases from the date of his retirement from the office of Manager, or of the withdrawal of salary from the Teacher by the Board.

112. (a.) Managers may close their respective Schools for recognised vacations notified on the Time Tables, such vacations not to exceed forty school days in the year (exclusive of Saturdays and holidays) (b.) Should a Manager close his School on any other schooldays, the Commissioners will refuse payment of salary for such schooldays, unless they are satisfied that the School was closed for a reasonable cause. (c.) In case of a School closed for a period less than one month, for reasonable cause, such as severity of the weather, &c., full salary may be paid on the Manager's representation of the facts; but (d.) if School be closed continuously for a month or longer owing to illness in Teacher's family, or to an epidemic, a medical certificate will be required before salary can be allowed.

113. (a.) Managers are required to notify without delay all changes of Teachers to the Education Office, and to the Inspectors of the respective districts; (b.) and, as a rule, no newly-appointed teacher will be recognised in a School until the Commissioners are satisfied that the requirements of Rule 111 have been complied with.

114. The Commissioners earnestly request that Managers will visit their respective Schools as frequently as convenient, and see that the Rules of the Board and the provisions of the Time Table are adhered to, and that the attendance of pupils, receipt of School fees, &c., are accurately recorded. (See Rules 238 to 246.)

INSPECTION BY THE COMMISSIONERS OR THEIR OFFICERS.

115. As the Commissioners do not take the control or regulation of any School, except their own Model Schools, directly into their own hands, but leave all Schools aided by them under the authority of the local Managers, the Inspectors are not to give direct orders, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the local Managers of the Schools.

116. The Commissioners require that, as a general rule, every National School be visited by the *Inspector of the District*, at least three times in each year. One of the yearly visits must be for the examination for Results, which, as far as practicable, should take place periodically in the same month.

117. The *District Inspector* after each visit is to communicate with

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Appointed. the local Manager, in case he should have observed any violations of rule, or defects, or should deem it necessary to afford the manager information concerning the general state of the School; and he is to make such suggestions as he may deem necessary.

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sioners.

118. The Inspector is not to give any intimation of his intended visit, except when it is for the purpose of holding an examination for Results.

119. The Inspector is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the observance of the Board's Rules, the proficiency of the pupils, and the discipline, management, and methods of instruction pursued in the School.

120. When an application for aid to establish a National School is referred to the District Inspector, he is to have an interview with the applicant; and also to communicate personally, or by writing, with the clergymen of the different denominations, and, when necessary, with other influential parties in the neighbourhood, with the view of ascertaining their opinions on the application, and whether they have any, and what, objections thereto.

121. (a.) The Inspector is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; (b.) but he is not invested with authority to decide upon any question affecting a National School, or the general business of the Commissioners.

ADMISSION OF VISITORS.

122. The public, generally, must have free access to every National School during the hours devoted to secular instruction,—not to take part in the ordinary business, or to interrupt it, but as Visitors, to observe how it is conducted.

123. (a.) Visitors of all denominations are to have free access to the School-rooms, and full liberty to examine the Religious Certificate Book, Daily Report Book and Class Rolls, but not to make extracts; to observe what books are in the hands of the children, or upon the desks, what tablets are hung up on the walls, and what is the method of teaching; (b.) but they are not to interrupt the business of the School by asking questions of the children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either Teachers or Scholars from their usual business.

124. Should any Visitors wish for information which they cannot obtain by such an inspection, it is the duty of the Teachers to refer them to the local Manager of the School.

125. As the religious instruction of the children given in the School-room is under the control of the Clergyman or Lay person communicating it with the approbation of their parents, the Commissioners can give no liberty to any Visitor, whether Clergyman or other person, to interfere therewith, or to be present thereat.

TEACHERS.

Their Qualifications and Duties.

126. Teachers recognised in National Schools are Principal Teachers, Assistant Teachers, Junior Literary Assistants, Workmistresses, and Teachers of Industrial Departments.

127. National Teachers should be persons of Christian sentiment, of calm temper, and discretion; they should be imbued with a spirit of peace, of obedience to the law, and of loyalty to their Sovereign; they should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers, a useful direction. These are the qualities for which Patrons or local Managers of Schools, when making choice of Teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

128. No clergyman of any denomination can be recognised as the Teacher of a National School.

129. (a.) All candidates for the office of Teacher must before being recognised produce a medical certificate as to the state of their health, and furnish satisfactory evidence of age. (b.) Persons in bad health, or of infirm constitution, or labouring under any physical defect likely to impair their efficiency as teachers, are absolutely ineligible for appointment under the Board; (c.) and *Inspectors are strictly prohibited from recommending the appointment of any such persons.*

130. (a.) Teachers cannot receive any salary or Results Fees from the Commissioners until examined and pronounced competent by the Inspectors; (b.) and any Teachers of National Schools, who may be found unqualified, must be removed.

131. The Commissioners desire it to be understood that they reserve to themselves, in every case, the right to determine finally whether the payment of salaries or any other aid is to be made in whole or in part, or to be altogether withheld. (Rule 239.)

132. (a.) Teachers of National Schools are not permitted to carry on, or engage in, any business or occupation that will impair their usefulness as Teachers. (b.) They are especially forbidden to keep public-houses, or houses for the sale of spirituous liquors, or to live in any such house.

133. (a.) Every Teacher is required to receive courteously visitors of all denominations, and to have the School records lying upon his desk, that visitors may examine them, and enter in the Daily Report Book such remarks as they deem fit. (b.) Such remarks as may be made are not to be altered or erased; and the Inspector of the district is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them.

134. (a.) Should the Commissioners consider any Teacher unfit for his office, or otherwise objectionable, they will require, in a vested school, that he be dismissed and another provided. (b.) In a non-vested school the grants will be withdrawn and the School struck off the Roll of National Schools, unless a suitable Teacher be procured.

135. Teachers whose Schools have declined in usefulness and efficiency, or who have conducted themselves improperly, may be reprimanded, fined, depressed, or dismissed.

136. If a Teacher, from whom salary has been withdrawn for any cause, be re-appointed to a National School, the Commissioners reserve

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to themselves the right to determine whether the appointment can be sanctioned, or any salary he paid to such Teacher.

137. Any Teacher who on examination has been found incompetent is ineligible for re-examination or appointment in a National School until after the expiration of at least six months from the end of the month immediately preceding the date of his examination. (See Rule 151.)

138. If a classed teacher who has ceased for a considerable period to act as teacher in a National School shall be re-appointed, the Commissioners reserve to themselves the right to determine whether such teacher shall retain the class in which he was previously recognised.

139. The Commissioners regard the attendance of a Teacher at meetings held for *political purposes*, or his taking part in elections for Members of Parliament, or for Poor Law Guardians, &c., except by voting, as incompatible with the performance of his duties, and as a violation of rule which will render him liable to withdrawal of salary.

140. (a.) The limits of age of persons on first appointment to the office of Principal or Assistant National Teacher are:—

Minimum age, . . .	18 years last birth-day,
Maximum age, . . .	35 years . . .

(b) Teachers coming from other educational organizations who can satisfy the Board that they have been continuously employed as public teachers from the age of 35 years or under, may be admitted up to 45 years of age, provided such employment began before 1st January, 1880.

(c) But such exceptions to the maximum age of 35 years will cease to be made if, at any time, the Commissioners of the Treasury give notice in writing, under the hand of one of their Secretaries, to the Board that the number of such exceptional admissions is becoming so great as to interfere with the calculations on which the solvency of the Pension Scheme under the "National School Teachers' (Ireland) Act, 1879," rests.

(d) Teachers in National Schools who interrupt their service and resume it after a period not exceeding 10 years, are not subject to any disqualification for age at the date of resumption.

(e) If the interruption has lasted 10 years or upwards, Teachers must not be over 45 years of age at the date of resumption, and they must qualify themselves in all respects as Teachers seeking first appointments under the preceding subhead (b.)

NOTE.—There are some important distinctions as to the provisions for Pensions in subheads (a.) and (b.) of Rule 36 (under the Teachers' Act, 1879), accordingly as the interruption of a National Teacher's service has been greater or less than 5 years. See Article 220 B.

141. In Mixed Schools presided over by a Master, it is desirable, where the attendance warrants it, that a Female Assistant should be appointed. (See Rule 168.)

142. (a.) In a mixed school conducted by a master, in which there is no Female Assistant, a Workmistress may be employed, provided there be at least 20 girls in average attendance, and that the Workmistress be employed for at least two hours daily on five days per week. (b.) *The Commissioners do not sanction the appointment of new Workmistresses except in mixed schools under Male teachers.*

(c.) No Workmistress can be appointed who, in the opinion of the Inspector, is not competent to give instruction in Needlework and Cutting-out.

(d.) Workmistresses are paid the results fees for needlework in addition to their salaries.

143. A Female candidate for the office of Teacher will not be recognised either as Principal or Assistant unless she is competent, not only to conduct the Literary business of a School, but also to give instruction in Needlework and Cutting-out. Appendix
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144. (a.) In cases of illness, the Commissioners, on the production of a medical certificate, allow to any member of the teaching staff, receiving personal salary from the Commissioners, one month's leave of absence from duty without stoppage of salary.* (b.) Should the illness necessitate a more lengthened absence from duty, salary will not be paid for the additional period of absence unless a substitute, pronounced competent by the Inspector, and to be paid by the Teacher, be appointed. (c.) In no case can such absence be sanctioned for more than six months; and (d.) under no circumstances can a substitute for a paid monitor be sanctioned. (e.) The Commissioners desire it to be clearly understood that they cannot sanction the appointment of a substitute for an absent Teacher, if the absence is owing to any other cause than illness or attendance at any recognised Training College. (f.) The Commissioners will sanction the appointment of an eligible temporary teacher, for a period not exceeding three months as *locum tenens*, pending the appointment of a permanent teacher, and will pay such temporary teacher for his service at rate of third class salary or capitation salary, as the case may be, without requiring the Manager to enter into a formal agreement with him. (g.) For occasional absences owing to illness, or other reasonable cause, for brief periods, the Manager's statement may, under ordinary circumstances, be accepted without loss of salary. (h.) But no member of the School staff can be allowed to take "Vacation" or suspend work during the ordinary period of operation of the School.

145. The following Practical Rules are to be strictly observed by the Teachers of National Schools:—

I. The Teachers of National Schools are required to keep the following Tablets suspended conspicuously in their school-rooms, and to make themselves thoroughly acquainted with their contents:—(a.) The General Lesson, the principles contained in which should be inculcated on the minds of all the Pupils at the time of combined ordinary instruction;—(b.) The Commissioners' Rules and Regulations;—(c.) The Practical Rules for Teachers;—(d.) The National School Programme;—(e.) The Price List of School Requisites.

II. To exclude from the school, except at hours set apart for Religious Instruction, all Catechisms and Books inculcating peculiar religious opinions.

III. To avoid fairs, markets, and meetings—but shelve all political meetings of every kind; to abstain from controversy; and to do nothing either in or out of school which might have a tendency to confine it to any denomination of children.

IV. (a.) To keep the Register, Report Book, and Class Rolls, accurately, neatly, and according to the forms prescribed by the Board; and to enter or mark in the two latter, not later than eleven o'clock each day, the number of children in actual attendance. (b.) In case any child is obliged to go home after roll-call, and before the school is dismissed, the child should previously enter his or her name in the Leave of Absence Book. Should the child be unable to write, the name is to be written by another child, and not by any of the Teachers. (c.) All incomplete attendances (i.e., attendances terminated before the conclusion of the ordinary literary business of the day, as notified on the Time Table) are to be excluded from the Results Examination Roll, and also from the calculation of average attendance. (See Rule 74 (b.)) (d.) An Absence mark once entered on the

* In schools under the direct management of the Commissioners, the period for which salary may be allowed without stoppage of pay will be determined by the circumstances of each case, and, if necessary, the Commissioners will employ substitutes, and pay them for a limited period.

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Rolls is not to be erased, cancelled, or altered under any circumstances whatever.
 (e.) The Commissioners also desire that immediately after roll-call each day, the number present in each class shall be written in chalk in large figures on a black board suspended in the School, and shall not be rubbed off until next morning.
 (f.) The Teaching Staff is required to be in attendance at the School each day half an hour before the time fixed for the commencement of school business.

V. To classify the children in accordance with the Results Programme; to study the National School Books; to teach according to the approved methods, as pointed out in the Manuals of Method and Organization sanctioned by the Commissioners; and to labour diligently to train up their pupils in each branch of knowledge to the degree of attainment or amount of proficiency pointed out for each class respectively in the *Results Programme*.

VI. To observe themselves, and to impress upon the minds of their pupils, the great rule of regularity and order—A TIME AND A PLACE FOR EVERY THING, AND EVERY THING IN ITS PROPER TIME AND PLACE.

VII. To promote both by precept and example, *Cleanliness, Neatness, and Decency*. To effect this, the teachers must set an example of cleanliness and neatness in their own persons, and in the state and general appearance of their schools. They must also satisfy themselves, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned, and, when necessary, mended. The School apartments, too, must be swept and dusted every evening; and white-washed at least once a year.

VIII. To pay the strictest attention to the morals and general conduct of their pupils, and to admit no opportunity of inculcating the principles of *Truth and Honesty*, the duties of respect to superiors, and obedience to all persons placed in authority over them.

IX. To evince a regard for the improvement and general welfare of their pupils, to treat them with kindness combined with firmness, and to aim at governing them by their affections and reason, rather than by harshness and severity.

X. To cultivate kindly and affectionate feelings among their pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

XI. To record in the Report Book of the school the receipts of School-fees, Subscriptions, &c., and the amount of all grants made by the Board, as well as the purposes for which they were made, whether for salaries, results fees, premiums, or gratuities, or payments to Monitors, or Workmistresses; also school Requisites, whether Free Stock or purchased requisites.

XII. To take strict care of the *Free Stock* of Requisites granted by the Board; to keep the school constantly supplied with School Books and other Requisites approved by the Commissioners, also to preserve for the information of the Inspectors, the Invoices of Free Stock or purchased Requisites. Teachers are strictly prohibited from using in their schools any books, &c., not expressly sanctioned by the Board, and from making any pecuniary profit from the sale to their pupils of requisites supplied from the stores of the Commissioners.

XIII. Should it be intended to close a school for a time not included in the recognised Vacations, notice should be given some days previously to the Inspector; and when a teacher intends resigning or removing to another school, he should intimate his intention to the Inspector a month at least before his removal or resignation, in order that the latter may have an opportunity of visiting his school, and reporting upon the state of the Premises, Free Stock, School Accounts, &c., &c.

XIV. To attend to the Ventilation of the School:—I. Immediately after entering the room in the morning; II. At the time of Roll-call; III. About an hour before the school breaks up. The Ventilation can best be effected by lowering, where practicable, the upper part of the windows, so as to admit a thorough air through the room.

Training of Teachers.

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 sioners.

146. (a.) A Training College is an institution for boarding, lodging, and instructing students who are preparing to become, or are already, certificated teachers in National or other Governmental elementary schools. It is required to include, either on its premises or within a convenient distance, a practising National School in which the students may learn the practical exercise of their profession.

(b.) The Commissioners have provided a College in Marlborough-street, Dublin, under their own exclusive control for training young persons for the office of Teacher. This College is entirely supported from public funds. (c.) They are also empowered to make grants to aid in the maintenance of Training Colleges under local management for boarding, lodging, and instructing Students who are preparing to become Teachers of Public Elementary Schools, or who are already certificated Teachers, but not previously trained.

BOARD'S TRAINING COLLEGE MARLBOROUGH-STREET.

147. (a.) Candidates are selected by the Commissioners on the recommendation of the Inspectors, for admission to the Marlborough-street Training College, and must produce Certificates of good character; also Medical Certificates that they are in good health, and free from any contagious disease, and that they either have had the small-pox, or been vaccinated. (b.) They are boarded and lodged, free of expense, at the Establishments provided by the Commissioners; and (c.) arrangements are made for their receiving religious instruction from their respective Pastors who may attend at convenient times appointed for the purpose. On Sundays they are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct. The students undergo examination at the close of the course, and they then receive certificates.

148. (a.) If during the attendance of a recognised teacher at the Training College, for the one year's course (Rule 149a) the local Manager provide a substitute pronounced qualified by the District Inspector, the pay of the Teacher from the Board will be continued. (b.) Substitutes are to make their own terms with the Managers and the teachers whom they represent as regards remuneration for their services, and have no claim on the Commissioners.

149. The provisions made for the training of teachers in this College, from the 1st September, 1885, are as follows:—

(a.) A One Year's course of training beginning in September, open to Principal and Assistant Teachers already classed.

(b.) A Two Years' course of training open to Pupil-teachers, paid monitors, and other suitable students approved by the Commissioners, and possessing the qualifications prescribed for Third Class National Teachers.

This course is also open to Classed Principals and Assistants, instead of the one year's course, provided they shall have resigned their appointments before entering the Training College.

(c.) The Commissioners also recognise an Extern Class, which is composed of a limited number of duly qualified young persons who wish to become National Teachers. The Commissioners do not provide board and lodging for such externs, but they are permitted to attend, without any charge, the Model and Practising Schools and the Lecture

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of the Professors, and at the end of the course they are examined and classed as Teachers, according to their merits and qualifications, and are entitled to Certificates of Training on the usual conditions.*

TRAINING COLLEGES UNDER LOCAL MANAGEMENT.

149A. The conditions upon which Training Colleges under local management are recognised, are as follows:—

I. Definition of a Training College. (See Rule 146a.)

II. No grant is made to a training college unless the Commissioners are satisfied with the premises, management, and staff.

Admission into Training Colleges.

III. The authorities of a college may admit, subject to the approval of the Commissioners—

(a.) Any candidate who has been pronounced qualified in the programme laid down for third class teachers.

(b.) Without examination any certificated teacher who has not previously been trained and who wishes to enter the college for a year's training, in the course prescribed for students of the second year.

IV. Such candidates when admitted are termed *Queen's Scholars*.

V. Before candidates are admitted—

(a.) The medical officer of the college must certify the state of their health to be satisfactory, and that they are free from serious bodily defect or deformity; and

(b.) They must sign a declaration that they intend *bona fide* to adopt and follow the profession of teacher in a National School or Training College, or in the Army or Navy, or (in Ireland) in Poor Law schools, certified Industrial schools, or certified Reformatories.

VI. The authorities of each college settle their own terms of admission.

VII. Upon proof by the authorities of any college that candidates have not fulfilled the conditions signed by them on admission into the college, the Commissioners will refuse to grant them certificates.

Examination of Students in Training Colleges.

VIII. An examination of the resident students is held yearly, in the month of July, at each of the training colleges.

IX. No student may be presented for examination who is not a Queen's Scholar, or has not been resident throughout the whole year. No such student may be left out. (See, however, Note to Rule 149 (c).)

X. The students have a different examination according as they are men or women, or are at the end of a first or second year of residence.

XI. The syllabus for women includes special subjects for the teachers of infants. Candidates who pass in these subjects, after two years of successful service in Infants' schools, receive special mention thereof on their certificates.

XII. Students who pass successfully through two years of training receive special mention thereof on their certificates.

* The privilege contained in this section applies to the Training Colleges under local management.

Grants to Training Colleges.

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XIII. Grants are placed to the credit of each college of £100 for every master, and of £70 for every mistress, who, having been trained in such college as a Queen's Scholar during two years—

(a.) Shall have been continuously engaged as National teacher for two years subsequently to his or her training, and shall, during such years, have been favourably reported upon by the Inspector.

(b.) Is reported by the proper department, in each case, to have completed a like period of good service as an elementary teacher in the Army or Navy, or (in Ireland) in Poor Law Schools, certified Industrial Schools, or certified Reformatories.

XIV. Teachers who have been trained for one year only may obtain certificates of training; and grants of half the amounts specified in the preceding Article may be placed to the credit of the colleges in which they were trained, provided—

(a.) They are teachers who were admitted under Article III. (b.)

(b.) Shall have passed successfully a special examination at the end of the year.

(c.) Shall have fulfilled the conditions specified in Article XIII.

(a.) or (b.)

XV. The annual grant to each college is paid out of the sums standing to its credit (Articles XIII., XIV.) at the beginning of the year, after the adjustment under Article XVI.

Exception :—

This Article is not applied to a college for the first five years during which grants are made to it.

XVI. The grant must not exceed—

(a.) 75 per cent. of the expenditure of the college for the year, approved by the Commissioners and certified in such manner as the Commissioners may require.

(b.) £50 for each male, and £35 for each female, Queen's Scholar, in residence for continuous training throughout the year for which it is being paid.

XVII. The annual grant to each college is paid as follows :

(a.) An instalment of £12 (men), or £8 (women), is paid on 1st November, 1st February, and 1st May, in respect of every Queen's Scholar in residence for continuous training throughout the year.

(b.) Part of the instalment of the 1st of May may be suspended, if payment of the full amount then due would cause the limit under Article XVI. (a.) to be exceeded.

(c.) The balance is adjusted as soon as the college accounts for the year have been closed, audited, and approved by the Commissioners.

XVIII. Grants are made to the practising National Schools of training colleges on the same conditions as to other National Schools.

Examination for Admission to Training Colleges.

XIX. An examination of candidates for admission into training colleges is annually held in the first week of July at each college, or such other place as may be approved by the Commissioners.

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XX. The examination extends to all the subjects in which teachers are examined for third class certificates.

XXI. The candidates are selected and admitted to the examination by the authorities of each college, on their own responsibility, subject to no other conditions on the part of the Commissioners, than that the candidates—

- (a.) will be more than 18 years of age on the 1st of January next following the date of the examination ;
- or (b.) have successfully completed their engagement as monitors or pupil-teachers ; or will do so before the next following examination.

Supplemental Regulations for Training Colleges under Local Management.

XXII. (a.) A training college must have adequate accommodation in Dormitories, Refectory, and Lecture or Class Rooms for at least fifty students.

(b.) The Manager or Correspondent of a Training College must be either a clergyman or other person of good position in society.

(c.) The Report upon an Application for Aid to a Training College must be made by one of the Head-Inspectors.

(d.) Each Training College will be placed under the charge of a Head-Inspector.

(e.) The accounts of a College must, at all times, be regularly posted up, and ready for the inspection of the Financial Assistant Secretary to the Commissioners.

(f.) At the end of the first year of residence the two-year students, in addition to Extra Papers upon the Art of Teaching and of School-organization, must pass *creditably* in the course prescribed for Third Class Teachers.

(g.) At the end of the second year of residence such students must pass the course for Second Class Teachers, except as provided for in Rule 158. (See Rule 168.)

(h.) The authorities of any College making application for grants, may submit, not later than the 1st of May, for the approval of the Commissioners, a list of the names of the Candidate Students for the Entrance Examination, to be held in the month of July. No application will be entertained unless all the preliminary regulations are complied with.

(i.) The session of a Training College will commence in each year in the first week of September, and will terminate in the first week of the following July.

(j.) Should the Managers of schools, whose Teachers are admitted under the regulations to Training Colleges under local management for the One Year's course, appoint duly qualified substitutes, the Commissioners will sanction the continued recognition and pay of the Teachers during their term of training, such substitutes to be paid by the Teachers. (See Rule 148.)

(k.) A Queen's scholar is not eligible for employment as a National Teacher, Principal or Assistant, during the time which he or she may have contracted to remain as a student in a Training College, unless the Commissioners of National Education are satisfied that the infraction of the contract is justified by illness or any other satisfactory cause.

This rule applies to the Marlborough-street Training College as well as to the Colleges under local management.

Classification of Teachers.

- 150. Teachers are divided into three classes—viz., *third, second, and first*. Each class, again, is subdivided into two grades or divisions—viz., *second division and first division*.

Unclassed Teachers.

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151. (a.) *Unclassed* teachers cannot be recognised as fit to act as *principals* or *assistants* in National Schools, unless after examination by the District Inspector they are certified as being duly qualified. (b.) Such teachers are, in that case, placed *provisionally* in the lower division of third class, until their Provisional Certificates shall have been replaced by permanent ones or cancelled. (See Rule 152 b.) (c.) Any candidate who fails to pass this preliminary examination creditably is ineligible for re-examination or appointment in a National School until after the expiration of at least six months, from the end of the month immediately preceding the date of his examination. (Rule 137.)

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(d.) Examinations for Provisional Classification are held by the District Inspectors on the first Tuesday of each month, and candidates are then examined in Reading and Explanation, Penmanship, Spelling, Grammar and Parsing, Geography (World, Europe, and British Islands), Arithmetic, and (females) in Needlework.

152. (a.) All teachers *unclassified*, or *provisionally* classed, whether acting as principals or as permanent assistants, are bound to present themselves at the annual examinations which are held in their district each year in the beginning of July, by the District Inspector. (b.) And any of these teachers who shall have absented themselves from the examination without sufficient cause, cannot be allowed to continue in receipt of salary beyond the termination of the quarter in which the examination was held.

153. (a.) Junior literary assistants, temporary assistants, and qualified substitutes for teachers in training may be admitted, on the recommendation of the Inspector, to the Annual Examinations, as candidates for classification, but their attendance thereat is not obligatory. (b.) Junior literary assistants, now recognised as qualified, will continue to receive their present salary, with the proportion of results fees laid down for assistants; but no new appointments will be made.

Classed Teachers.

154. (a.) As a general rule, a Teacher on his first examination cannot be placed in a higher rank than second division of third class. (b.) But under special circumstances a deserving Teacher at his first examination may, with the permission of the District Inspector, to whom he should give due notice, take second class papers, and may be placed in second division of second class, subject to a favourable report from the District Inspector as to his efficiency as a Teacher, after he has been twelve months in charge of his school, third class salary only to be paid meanwhile, the balance of second class salary to be paid should the report be favourable.

(c.) Promotion of a Teacher from a lower to a higher division in the third or second class depends solely on the efficiency of his school, and is granted on the certificate of the District Inspector, that the School has been in a satisfactory state during the previous year, in respect of cleanliness, discipline, proficiency, and progress. (d.) But promotion from one class to another cannot be obtained without examination. (e.) All Teachers, candidates for promotion from class to class, should notify to their District Inspectors, as a rule not later than the 1st of October in each year, their desire to be admitted to examination, in order to allow time to the Inspectors to visit and specially examine their schools, whenever necessary.

(f.) Teachers who, within the two years preceding the Annual Examination have merited severe censure for any offence, are, as a rule, ineligible for admission to the examination as candidates for promotion

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sioners.

(g.) Teachers who make an unsatisfactory examination may be excluded from further opportunity of seeking promotion for such time as the Commissioners may direct.

(h.) A Teacher must remain at least one year in the division in which he may be placed, before he can be advanced to the next higher step.

155. A teacher of the second division of the first class will not be admitted to examination as a candidate for promotion, unless it shall appear from the reports furnished during the previous three years that his school has been maintained in a state of thorough efficiency, and unless it shall also appear from the records of the Education Office that he has not incurred any serious censure throughout that period. These conditions having been fulfilled, he may be promoted into first division of first class after passing a creditable examination.

156. The promotion of classed Teachers who may offer for reclassification will, if approved, date from the 1st April of the year in which the examination takes place.

157. A teacher cannot be promoted from third class into first class without passing regularly through second class; nor from the lower division of a class into a higher class, without passing regularly through the higher division.

158. (a.) A student, however, who on entering a training college ranks in either division of second class, may, with the sanction of the authorities of the college, on the termination of his course of training be allowed to take first class examination papers, and, if qualified, be promoted to second division of first class.

(b.) In the same manner a student ranking in 1st class on coming up to training may be promoted to first division on same condition.

159. (*Omitted Rule.*)

160. The qualifications of assistant teachers must not be lower than those specified for third class teachers.

161. (a.) Assistant teachers are eligible for promotion in classification on the same conditions as principal teachers. (b.) But, whatever the class of an assistant may be, there is but one fixed salary, viz., £35 per annum for males, and £27 per annum for females. (c.) When Assistant Teachers admitted to the District Examinations pass a satisfactory examination as Candidates for 1st or 1² Class, the promotion of such Assistants will be conditional upon their obtaining a Principal Teachership within two years of the examination, and will be forfeited unless, after the expiration of one year's service as Principal Teacher, the school is reported by the Inspectors to have been efficiently conducted.

SALARIES, &c.

162. The following is the scale of salaries for Teachers of National Schools: *

	Male Teachers. £70 a year.	Female Teachers. £58 a year.
First class—First Division,		
The Old Second Division of First,	60	50
The New do. do.,	53	43
The Old First Division of Second Class,	46	37
Second Class—New scale for First and Second Divisions,	44	34 10
Third Class,	35	27 10
Assistants,	35	27
Workmistresses,		12

* There is also a staff of Junior Assistants, of whom a small number still remain. They receive £14 a year, and share of results fees.

163. (a.) The salaries of National Teachers are payable and will be remitted on the 14th* day of January, April, July, and October, in each year in cases where the Quarterly Returns have been received in due time, and where there are no irregularities to be specially dealt with before payment.

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missioners.

(b.) Where salaries are paid by quarterly payments of one-fourth of the annual rates, the computation for a broken period of a quarter is made with reference to the number of days in that quarter.

(c.) The Commissioners are very desirous that the appointment of Teachers should be made from the 1st day of a quarter; and they therefore request Managers to discourage changes in the teaching staff except at the end of a quarter.

(d.) Should the first or last day of the month fall on a Saturday or Sunday or recognised holiday, salary will be allowed for such days.

(e.) The Commissioners reserve to themselves the right of determining to what extent, if any, special rates of salary or privileges enjoyed under previous arrangements may be continued.

164 (a.) First class teachers will not be paid at the rate of first class salary, unless their schools maintain an average daily attendance of at least 35 pupils, but no reduction of salary will be made unless the average shall have fallen below 35 for two consecutive quarters, after which first class salary will not be paid, unless there is satisfactory evidence that the reduction of the average is due to temporary and exceptional causes.

(b.) First class teachers will not be allowed to retain their class, unless their schools maintain a standard of proficiency which, in the judgment of the Commissioners, warrants the employment of a first class teacher.

Grants made according to Average Attendance.

165 (a.) As a general rule, a National School, in order to remain in connexion, must exhibit an average daily attendance of at least 30 pupils.

(b.) The average daily attendance, during any period (month, quarter, year) is the number found by dividing the total number of complete attendances made on the regular school-days within the period, by the number of such school-days.

(c.) When the average attendance exceeds an integer by a fraction, the latter will count as a unit. Thus, 29.1 will count as 30.

(d.) As a rule, a National School should be in actual operation for at least 200 days in the year; but

(e.) When, owing to severity of weather or other exceptional cause, the number of pupils in attendance is unusually small (under one half the usual or average monthly attendance) the number present must be recorded as usual, in the Roll Book, but the day or days, together with the attendances on such day or days, may be excluded from the calculation of the average. The cause of the exclusion in each case must be recorded in the Daily Report Book.

166. No action will be taken consequent on a reduction of the average attendance below 30, unless such reduction shall appear in two consecutive quarters, after which no salary will be payable unless the School comes under the provisions of Rule 167.

167. Should the average attendance at a school, the teacher of which received class salary, fall below 30 for two consecutive quarters, and should there appear to be good grounds for believing that such reduction of the average attendance below 30 was due to temporary causes, such as prevalence of epidemics, exceptional severity of weather, &c., reasonable time will be allowed for the re-establishment of the normal average, and

* Should the 14th of the month fall on a Sunday the salaries will be issued on the 15th.

Appendix A. during this period of indulgence the school will not be struck off the roll, or the salary reduced. But as soon as there is satisfactory evidence that the reduction of the average below 30 is due to permanent causes, then—

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(a.) The school will be either suspended or struck off the roll of National Schools as unnecessary; or

(b.) It will be placed in the category of Modified Grant Schools, and dealt with as subject to the provisions of Rule 172.

168. To warrant the appointment of a second Teacher (Assistant, Male or Female), the School must have an average daily attendance of at least 70 pupils. An additional Assistant will be granted for every 35 pupils in average daily attendance. (*See Table XX., page 82.*)

169. To warrant the appointment of a Workmistress in a mixed School in which no Female Teacher is employed, an average daily attendance of at least 20 girls should be maintained. (*See Rule 142.*)

170. (a.) In cases where Schools having the services of Assistants or Workmistresses, fail to command the requisite average attendance, Managers must be prepared for the withdrawal of salary at the close of the second consecutive Quarter in which the falling off appears, unless (b.) the Commissioners shall see fit to recognise the Assistant or Workmistress as Temporary Assistant or Temporary Workmistress, in accordance with provisions of next Rule, or unless (c.) there is satisfactory evidence that the reduction of the average attendance is due to temporary and exceptional causes,* in which case salary may be continued.

170A. The following regulation is intended to meet the case of rural National Schools where from local causes the average attendance of pupils fluctuates very much according to the seasons:—

"In rural schools which maintain an average attendance in certain months of the year sufficient for the employment of an Assistant or Workmistress, but not sufficient in the other months, it shall be competent for Managers to appoint, with the sanction of the Board, suitable persons to act as 'Temporary Assistants' or 'Temporary Workmistresses'; and such Temporary Assistants or Workmistresses will be paid salary, at the ordinary rate, for those months only in which the average is sufficient."

The persons to be appointed must be approved of by the Inspector, and a certificate from him as to their competency will be required. The qualifications of the candidates for Temporary Assistantship should be such as would entitle them to provisional classification (*See Rule 151 d.*)

Results Fees.

171. (a.) In addition to their class salaries teachers receive the results fees earned in their schools according to the following scale. (b.) The ordinary results fees in schools in which assistants are employed are apportioned on the principle of allocating to the Head Teacher twice as much as to each assistant.

(c.) The conditions upon which results fees are awarded and allocated are specified in the Results Programmes, but the Commissioners reserve to themselves the right of deciding what action should be taken in particular cases of non-observance of these conditions.

* N.B.—Such causes should be clearly set forth in the Manager's Return for the Second Quarter, in which the reduction in the average attendance appears, and the claim for the continuance of aid should be sustained by Medical or other Certificates where necessary.

SCALE of RESULTS FEES (Revised for 1885-6).

Subjects.	Classes.									
	Infants' Class.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class, First Stage.	Fifth Class, Second Stage.	Sixth Class, 1st and 2nd Examinations.	Sixth Class, 3rd or subsequent Examination.	
	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	
Infants' course,*	3 0	-	-	-	-	-	-	-	-	
Reading,	-	2 0	3 0	2 6	2 6	2 6	2 6	2 6	-	
Spelling,	-	1 0	1 0	1 0	1 0	1 0	1 0	1 0	-	
Writing,	-	1 0	1 0	1 6	1 6	1 6	1 6	2 0	-	
Arithmetic,	-	1 0	2 0	2 6	2 6	2 6	2 6	3 0	-	
Grammar,	-	-	-	1 0	1 6	1 6	1 6	1 6	-	
Geography,	-	-	-	1 0	1 0	1 6	1 6	1 6	-	
Book-keeping (optional for Boys and Girls),	-	-	-	-	-	2 6	2 6	3 0	-	
Needlework (for Girls),	-	-	0 6	1 0	2 0	2 6	2 6	3 0	-	
Agriculture,†	-	-	-	-	4 0	5 0	5 0	5 0	-	
Vocal Music (optional),	-	-	1 6	2 6	2 6	2 6	2 6	3 0	-	
Extras:										
Drawing,	-	-	-	2 6	2 6	2 6	2 6	3 0	3 0	
Girls' Reading Book and Domestic Economy combined (extra for Girls),	-	-	-	-	-	2 6	2 6	3 0	3 0	
Greek,	-	-	-	-	-	10 0	10 0	10 0	10 0	
Latin,	-	-	-	-	-	10 0	10 0	10 0	10 0	
Irish,	-	-	-	-	-	10 0	10 0	10 0	10 0	
French,	-	-	-	-	-	5 0	5 0	5 0	5 0	
Other extra subjects approved by the Commissioners,	-	-	-	-	-	5 0	5 0	5 0	5 0	

Modification of Aid.

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172. The Commissioners in certain cases are prepared to act on the following modification of the aid granted to National Schools. (See Rule 31.)

(a.) *Attendance under 15 Pupils.*—Schools with an average daily attendance under 15 pupils conducted under the principles and the system of the Board, may be allowed Inspection, Books, and Apparatus, under existing regulations. The teachers can receive no salary from the Commissioners, but are eligible for results fees and for training, and their service, from their connexion with the Board, will count to their credit in respect to retiring allowances, &c.

(b.) *Attendance 15 but under 30 Pupils.*—When the average daily attendance is not less than 15, but is under 30, a capitation allowance on the average daily attendance in addition to the aid granted by preceding rule will be allowed by the Commissioners, at the rate of £1 1s. 4d. per annum to masters and 16s. 8d. to mistresses. (c.) When a school aided under this Rule attains to an average attendance of 30 pupils or above in any quarter, salary to Teacher may be paid as in ordinary Schools for such quarter only.

* In thoroughly organized infants' schools or departments, 4s. per pupil may be gained, or 6s. per pupil if the Kindergarten system be efficiently practised.

† Agriculture is obligatory for boys of fourth or higher classes, except in schools situated in large towns; it is optional for girls.

Rules and Regulations of Commissioners.

Appendix A. (d.) Should the attendance be reduced in any quarter, owing to epidemic or other exceptional cause, the capitation allowance for such quarter will be calculated on the average attendance for the quarter preceding that in which the exceptional cause began to operate.

Rules and Regulations of Commissioners. (e.) *Island Schools.*—Salaries, in addition to results fees, may be paid to Teachers of Island Schools at capitation rate even when the average is below 15; (f.) and when the average is not less than 15 but is under 30, the Commissioners may award third class salary to Teachers of Island Schools.

Local Aid.

173. (a.) So far as practicable, a further income must be secured to teachers of ordinary National Schools by School fees, supplemented where necessary, by local endowments or contributions; and (b.) the School fees paid by the children should not be diminished in consequence of any increase of salary or Results Fees which may be awarded to the teacher. (c.) The arrangement of the rates of School fees is to be made by the Manager; but the School fees are payable to the teacher as part of his emoluments.

Grants to Convent and Monastery National Schools.

174. (a.) The teachers of a Convent or Monastery National School, if they adopt the principle of classification, will be paid the same class salaries as the teachers of ordinary National schools, in addition to results fees and gratuities. (b.) But if they adhere to the system under which they are not examined for classification, they will be paid on the average attendance in lieu of class salary, a merit capitation grant of 12s. a head when the results examination is entirely satisfactory, and 10s. when it is only fair or passable, and, in addition, will be entitled to the same rate of results fees and gratuities as the ordinary National Teachers.

175. For evening schools, the teachers of which are paid by capitation, an allowance may be made at the rate of £10 per annum for every hundred pupils in average attendance, and the usual results fees are paid.

PAID MONITORS.

176. (a.) Paid Monitors are appointed for a course of five years service and with salaries increasing throughout the course according to the following scale:—

Year of Service.	Males.	Females.
First,	£5	£5
Second,	6	6
Third,	8	8
Fourth,	12	10
Fifth,	18	16

(b.) The five years' course of each Monitor commences on the 1st of July next following the date of his appointment, if the dates be not coincident, and will terminate on the 30th June in the fifth following year; and in order that an interval may not elapse between the end of the course and the final examination—which, as well as the examination of the Third Year, will take place in the month of July—the following regulation is adopted:—(c.) A Monitor appointed on the 1st of October, or 1st of January, or 1st of April, will be recognised as on *probationary* service, and will be paid at the minimum rate of £5 per annum till the 30th June next following, when his ordinary five years course will commence at the normal date, viz., the 1st July.

177. (a.) The school for which a monitor is recommended must, as a

general rule, exhibit an average daily attendance of not less than thirty-five pupils in at least three of the four quarters or in each of the last two quarters immediately preceding the date assigned for appointment of the Monitor, and (b.) the appointment of additional monitors will depend upon the average attendance and the staff of recognised teachers employed in the school. (*See Rule 180 and Scale XX., page 82.*)

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178. (a.) A female monitor will not be appointed in a Male School (unless it is a Male Infants' School under Female Teachers), nor (b.) in a Mixed School under a Male Teacher, unless (1) she is a near relative of the Teacher, or (2) there is in the School a Female Teacher who will either be charged with the Monitor's extra instruction or will always be present thereat, or unless (3) other Female Monitors or pupils or some respectable female shall be present during the entire time devoted to such extra instruction. (c.) A Male Monitor will not be appointed or recognised in a school under a Female Principal.

179. (a.) The District Inspector recommending the appointment of a monitor, must certify that the teacher in whose school the monitor is to serve, is well qualified to instruct and train monitors in the art of teaching and the organization of schools, as well as to give them thoroughly efficient instruction in the subjects prescribed for the annual examinations, and (b.) that he has taken care to explain to the teacher (1) that he will not be permitted to employ the monitor in teaching for more than three hours each day; (2) that he will have to instruct him carefully along with the pupils of the school during the remainder of the daily school time; and (3) that he will be bound to give him extra instruction regularly for at least three-quarters of an hour each day on not less than five days of the week before or after school-hours, or for half an hour a day on five days, and two hours on Saturdays.

180. (a.) The term of service for a Paid Monitor is five years; and provided the Monitor conducts himself properly, and is efficiently instructed, he will be allowed to complete this period of service; (b.) but the Commissioners reserve to themselves the right of cancelling the appointment whenever, for sufficient reason, they may see fit to do so. (Rule 195.)

181. (a.) Paid Monitors are appointed by the Commissioners upon the recommendation of the Inspectors, who are to select them by competitive examination from pupils eligible under the rules. (b.) Appointments of Monitors are made quarterly, and date only from the first day of a quarter. (c.) A Monitor is appointed only for a particular school, and cannot be transferred, even temporarily, to another school without the express sanction of the Commissioners, which will be granted only under exceptional circumstances; but (d.) where a girls' school or a mixed school is associated with an infant school in the same premises, manager may allow the female monitors of each department to devote a portion of their time to teaching and practising in the other department.

182. The District Inspector, before recommending the appointment of a Monitor, is bound to confer with the Manager of the School as to the character and general suitability of the candidate whom he has selected, and he is prohibited from recommending any candidate to whom the manager of the school objects.

183. (*Omitted Rule.*)

184. (a.) Candidates for monitorship must be persons of a sound and healthy constitution, and free from any physical defect likely to impair their efficiency as teachers. (b.) They must furnish a Registrar's certi-

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date of date of birth or other satisfactory evidence of age, and a medical certificate of good health.

185. Inspectors, as a rule, should recommend for appointment as Monitors pupils who have completed their twelfth year of age, and have not passed their sixteenth year. Candidates must be certified by the Inspector as qualified to pass in the first stage of fifth class.

186. (a.) Paid Monitors may be examined as pupils and earn results fees for each year of their service at the Results Examination of their schools. (b.) The attendances of Monitors are to be recorded daily on the Rolls, and to be included in calculating the monthly, quarterly, and annual averages of pupils in attendance.

*Gratuities for instructing Paid Monitors.**

187. (a.) Gratuities may be paid to teachers for instructing and successfully training paid monitors according to the following rates:—

	£	s.	d.
For each monitor of 1st year a gratuity of	1	0	0
" 2nd " "	1	10	0
" 3rd " "	2	0	0
" 4th " "	3	0	0
" 5th " "	3	0	0

(b.) The conditions (1), (2), and (3) specified in Rule 179 (b), having been fulfilled, the gratuities, or such proportion of them as shall be due for first, second, and fourth years, will be paid after the Results Examinations held in these years. The gratuities for third and fifth years will be paid after the collective examinations of monitors held in these years.

(c.) There is no addition to Gratuity for time spent by monitor on probation prior to the commencement of first year's service.

188. *It is to be understood that if a monitor continues to give service in his School after the termination of his course, he will not be entitled to any remuneration for such service.*

189. *(Omitted Rule.)*

190. Paid monitors, unless prevented by illness, or other unavoidable cause, must undergo a yearly examination in the prescribed yearly courses.

191. (a.) The examination of monitors for their first, second, and fourth years of service, will be held in their schools at the Results Examinations, and on each occasion the monitors will have to exhibit to the Inspector all the exercise books written by them in the course of the year, and the females must also exhibit specimens of their needlework to afford proof that due attention has been given to the branches of needlework suited to their capacity. (b.) At the end of their third, and again at the end of their fifth year of service, they will be examined at the time of the Teachers' Examination.

192. Monitors who pass their final examination satisfactorily will receive a certificate to that effect, which will be accepted for two years from the date of the certificate, as evidence of their fitness to be appointed as National Teachers or to be admitted as Queen's Scholars to a Training College.

193. *(Omitted Rule.)*

194. *(Omitted Rule.)*

195. The salary granted to a Monitor may be withdrawn at any

* Teachers of Model Schools are ineligible for this class of gratification.

time, should want of diligence, of efficiency, or of good conduct on the part of the monitor, or any other circumstance, render such a course desirable. (Rule 180.)

196. When a vacancy in a Monitorship occurs, whether before or after the expiration of a Monitor's term of service, it does not necessarily follow that a successor shall be appointed.

197. (*Omitted Rule*.)

Evening National Schools.

198. (a.) Teachers of Evening Schools are paid partly by salary, and partly by results fees. Evening Schools should, as a rule, be open three evenings a week for at least two clear hours each evening for secular instruction. (b.) The salary is 10s. per month for each teacher, for every month during which the school has been open, with an average monthly attendance of not less than twenty-five *bona fide* evening school pupils (*i.e., pupils who do not attend any day school*) for each teacher employed in the school.* (c.) An Evening School will not be examined for results fees unless it has been in actual operation as a National School for at least six continuous months, including ordinary vacations, immediately preceding the month fixed for the examination; and (d.) no attendances are to be taken into account except those made within the six months or any longer period of continuous operation.

199. (*Omitted Rule*.)

Agricultural National Schools.

200. Teachers of this class of Schools, competent to conduct both the Literary and Agricultural Departments, receive special Results Fees for Agriculture. (Rules 41 to 51, and pages 72 and 73.)

National Schools in which Industrial Instruction is given.

201. In National Schools where embroidery and other advanced kinds of needlework are taught in a special department, the amount of salary granted for giving such instruction is regulated by the nature of the work and the number of pupils engaged in it. (See Rules 52 to 54.)

Model Schools.

Scale of Salaries to Head Masters and Mistresses of Model Schools.†

202. Head Masters may receive £60 per annum, which after the completion of three years may rise by £5 per annum, until the salary amounts to £100, should they be reported faithful and efficient in the discharge of their duties.‡

203. Head mistresses may receive £55 per annum, which after three years' service may rise by £2 10s. per annum, on the same condition as in the case of masters, until the salary amounts to £75.

204. Principals are allowed also a portion of the school fees, and also of the results fees.

* Teachers of Evening Schools heretofore in receipt of an annual salary under the old arrangement may retain such salary undiminished so long as the Commissioners see fit to continue it.

† For Salaries, &c., of the staff of Marlborough-street Model Schools, see Appendix, p. 80.

‡ In the case of head masters of Model Schools, residence, fuel, and light are provided, as in lieu thereof, in some cases, allowances for house-rent, &c.

*Appendix A. Scale of Salaries and Allowances to Assistant Masters and Mistresses in Model Schools.**

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205. An assistant master receives his class salary, a supplemental salary of £20, and a certain proportion of the school fees and results fees.

206. An assistant mistress receives her class salary, a supplemental salary of £16, and a certain proportion of the school fees and results fees.

207. (*Omitted Rule.*)

208. (*Omitted Rule.*)

209. (*Omitted Rule.*)

Paid Monitors and Pupil-Teachers in Model Schools.

210. The same regulations as to qualification, salary, and period of service, apply to Monitors in Model Schools as to those in Ordinary Schools.

211. In the case of Pupil-Teachers resident at Model Schools, an allowance at the rate of £26 a year is granted to the Master for the board, &c., of each.

212. Extra Pupil-teachers, male and female, are allowed at the rate of £26 a year each, in lieu of board, &c.†

GRATUITIES.

Gratuities to Pupil Teachers in Model Schools.

213. An annual gratuity not exceeding 30s. may be awarded to pupil-teachers (of first year) for good conduct, distinguished merit in their studies, and success in the instruction of the classes intrusted to their charge.

214. Pupil-teachers who may be retained for training for a second year, will be allowed a gratuity of 30s. a quarter, as reward for good conduct, &c.

215. (a.) These gratuities are granted on the recommendation of the Head and District Inspectors. (b.) Travelling expenses are allowed to Pupil Teachers.†

Gratuities for preparing Young Persons for the Office of Teacher.‡

216. For every person not a Paid Monitor who, after having been appointed as Principal or Assistant in a National School, shall pass respectably the first annual examination, held after his appointment, the master or mistress by whom such pupil shall have been instructed will be entitled to a sum of not less than £5, and not more than £3; but in no year is the amount to exceed £15, to any one school or teacher as the reward of such services.

217. The conditions to be observed in regard to these gratuities are—

(a.) That such person had attended in the school for not less than two years immediately preceding his or her appointment as a teacher.

(b.) That the District Inspector shall certify that the school in which such pupil was instructed is efficiently conducted in all respects.

(c.) That the Head Inspector shall certify that the teacher is deserving of the gratuity.

* For salaries, allowances, &c., to the staff of the Marlborough-street Model Schools see Appendix, p. 80.

† See Appendix, p. 79.

‡ Teachers of Model schools are excluded from obtaining this class of gratities.

(d.) That not more than twelve months has elapsed between such person's first examination and the date of his leaving the school in which he had been trained.

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sioners.*

*Gratuities for preparing Candidates for Pupil-Teacherships in Model Schools.**

218. A gratuity not exceeding £2 may be awarded to teachers who prepare candidates (not paid monitors), for the office of pupil-teacher in the Model Schools, on the following conditions:—

(a.) That each such candidate had attended in the school for not less than two years immediately preceding his appointment as pupil-teacher.

(b.) That the District Inspector shall certify that the school in which such candidate was trained is efficiently conducted in all respects.

(c.) That the Head Inspector shall certify that the teacher is deserving of the gratuity.

Retiring Gratuities.—Old System.

219. (a.) The Commissioners grant retiring gratuities to deserving teachers of National schools when, from old age or infirmity, they are obliged to retire. (d.) The gratuity is calculated at the rate of one year's salary from the Board, for ten years' service. (c.) This rate is subject to reduction. (d.) No teacher is eligible for the gratuity whose service, at a National teacher, is less than ten years.

220. (a.) In each case the gratuity is paid only with the express sanction of the Lords of Her Majesty's Treasury. (b.) Should the teacher die before payment of Retiring Gratuity has been made, no payment thereof can be made to his or her representatives.

These Rules (219 and 220) apply only to teachers who, having been in the service at the time of the passing of the National School Teachers' Act (42 & 43 Vict., cap. 74), decline to submit to deduction from their Salaries for Pensions. (c.) Under no circumstances can a teacher who received a Retiring Gratuity or a Pension be readmitted to the service of the Board.

PENSIONS AND GRATUITIES TO TEACHERS UNDER THE
PENSIONS ACT.

220A. The following is an abstract of the principal provisions of the National School Teachers' Act (42 & 43 Vict., cap. 74):—

"Whereas it is expedient to make provision for the superannuation of the teachers of National Schools in Ireland, the Commissioners of Education shall deduct in the prescribed manner from the salary† paid by them to every classed teacher entitled to the benefit of this Act, the amount which they are required to deduct in each case, in accordance with the provisions of the Schedule to the Act.

"It shall be lawful for the Lord Lieutenant, with the consent of the Treasury, to grant to any classed teacher of a National School in Ireland, on his retirement from the service, a pension or gratuity according to the scale, and subject to the provisions contained in the Schedule to this Act, chargeable upon the Pension Fund, and to be paid in the prescribed manner.

"If any question arises as to the claim of any person or class of persons for a pension or gratuity under this Act, it shall be referred to the Treasury, whose decision shall be final.

* Teachers of Model Schools are excluded from obtaining this class of gratuities.

† Premiums for the Pension Fund must, in future, in cases where no salary is payable, or if payable is insufficient, be deducted from any other periodic payments made to Teachers by the Commissioners from moneys provided by a vote of Parliament.

Appendix. "From and after the commencement of this Act, every classed teacher of a National School shall, unless permitted by the Commissioners of Education to continue in the service, retire at the age of sixty-five years in the case of males, and at the age of sixty years in the case of females."

Rules and Regulations of Commissioners. "At any time after the passing of this Act, the Treasury, with the consent of the Lord Lieutenant, may from time to time make rules for the administration of the Act. Copies of all such rules shall be laid before both Houses of Parliament within fourteen days from the date thereof, if Parliament is then sitting; and if not, then within fourteen days from the next re-assembling of Parliament."

"The Schedule to this Act shall be construed and have effect as part of the Act. The rules in the Schedule may from time to time be revoked, varied, and added to by the Lord Lieutenant, with the consent of the Treasury."

Application to join Pensions Scheme.—A teacher having signed an application to be admitted to the new scheme, by which he became eligible for a pension, cannot withdraw from that scheme and receive a gratuity under Rule 219.

220a. *Re-employment of Teachers.*—Every teacher applying after 1st June, 1881, for re-employment after interruption of service, shall :—

- (a.) If such interruption has lasted less than five years, reckoned from the date of quitting one appointment and entering upon another, have the option of resuming the payment of premiums upon the terms of Rule 18 of Schedule to the Act. (See Appendix, page 103.)
- (b.) If such interruption, reckoned as aforesaid, has lasted more than five years, but less than ten years, he shall be regarded for all the purposes of the said Act as a teacher appointed for the first time, his past premiums, if not already repaid to him, being treated as so much to his credit, until exhausted in payment of the new premiums.
- (c.) Every teacher falling under subhead (b) of above Rule, shall produce certificates from the Commissioners of National Education that he has satisfied them as to his health, in the same manner as if he were appointed for the first time.

GOOD SERVICE SALARY.

221. Teachers now in enjoyment of good service salary will continue to receive, subject to the recommendation of the Head and District Inspectors, the same rate annually as that awarded for the year ended the 31st March, 1873, but no new grants of salary of this class will be made.

SUPPLIES OF BOOKS, SCHOOL REQUISITES, AND APPARATUS.

Nature and Extent of Grants, and Conditions on which made.

222. (a.) The Commissioners furnish gratuitously to each School a first Stock of certain School Requisites, in proportion to the attendance of Children. (b.) And when an unsuitable School-house has been replaced by a suitable one erected from private funds, or when a considerable sum derived from private contributions has been expended in enlargement or structural improvement of a School-house, the Commissioners may, on the recommendation of the District or Head Inspector, grant a Free Stock of School Requisites. (c.) These Requisites are to be kept as a School Stock, for which the Master or Mistress is held responsible, and are on account to be sold or taken out of the School.

223. The Commissioners require that an adequate Stock of Books and other Requisites—approved of by the Commissioners—shall be purchased for the use of the School, and for sale to the pupils.

224. When Books, &c., purchased from the Commissioners are sold to the children attending a National School, it is directed that in no case shall any advances be made on the prices fixed by the Commissioners; and the District Inspectors have instructions to inquire into and report upon any infraction of this rule.

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missioners.

Instructions to be observed in regard to School Requisites.

225. All applications for Books, School Requisites, and Apparatus, must be signed by the Manager, and be accompanied by a Post-office or Bank Order, or Cheque for the amount, in favour of J. C. TAYLOR, PAYABLE IN DUBLIN ON DEMAND. All Money Orders, Cheques, &c., should be crossed to the "account of the Paymaster-General, Bank of Ireland."

226. Half Notes, Cash, Postage Stamps, Orders or Cheques drawn on Country Banks, cannot be received in payment. If remitted, they will be returned at the risk of the sender.

227. When a Post Office Order or Letter of Credit is transmitted, and the amount is under TWENTY SHILLINGS, the cost of the remittance must be paid by the person applying for same; but if the sum amounts to TWENTY SHILLINGS, or above, the cost of the remittance will be allowed, and Requisites given for the full amount PAID.

228. The Patron or Manager should not sign any Application for Books, Requisites, or Apparatus, without first ascertaining that they are actually wanted for the school for which the application is made.

229. When there are separate ROLL NUMBERS for Male and Female National Schools, the application should state for which School the Books, &c., are required; and if for both two forms should be used.

230. Parcels will be forwarded per Rail, carriage free, to any Railway Station in Ireland, also to

Ashill.	Caherdiveem.	Donegal.	Kearmore.	New Ross.
Balleboro'.	Caherdaniel.	Dunfanganhy.	Killybegs.	Swineford.
Ballinacorney.	Castletown Bere.	Glenties.	Kilrush.	Sreena.
Ballinacorney.	Clifden.	Glenties.	Miltown Malbay.	Tullow.
Belmalist.	Dingle.	Glenties.	Miltown (Team).	

231. The parcels will also be sent, at Manager's desire, by any other Conveyance, as Boat, Coach, &c., but at the Manager's own expense and risk.

232. They will be delivered free of charge at any address within the boundaries of the City of Dublin.

233. They will be delivered, when so desired, at the Education Office, between the hours of 10 and 4 o'clock, to a Carrier or Messenger from the Manager. The Manager must in this case send an Order on the Storekeeper for them.

234. An advice of the transmission of the Parcels will be sent to the Manager on the day of forwarding, and an Order on the Station Master for their delivery.

235. (Omitted Rule.)

236. The Commissioners do not supply Books, Requisites or Apparatus to the public, or to Schools not connected with the Board of National Education.

237. The amount of each Invoice of Requisites must be inserted in the Daily Report Book of the School, and the Invoice itself be preserved for the examination of the Inspector, who will be required to report whether the Articles in the School correspond with the Invoice, and are in a good state of preservation.

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GENERAL INSTRUCTIONS TO MANAGERS AND CORRESPONDENTS.

238. Persons desirous of obtaining aid from the Commissioners of National Education towards the support of a School, will, upon intimating to the Secretaries their desire, be furnished with the Forms upon which their application must be laid before the Commissioners; and, as a general rule, grants of salary made thereon cannot commence from an earlier date than the *first of the month* in which such Application Forms are returned to the Office.

239. Applicants for aid are to understand that the Commissioners are not bound to grant the full amount of aid, as set forth in the foregoing Regulations, nor can they grant any aid unless they have sufficient funds for the purpose. (Rule 131.)

240. The Commissioners desire it to be distinctly understood that they do not hold themselves bound to grant aid, unless application shall have been made to them on the proper form, and unless the application shall have been favourably and finally decided upon by the Board. Applicants, therefore, should not incur any expense towards the payment of which they expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them.

241. The Managers of National Schools are required to comply with the following Regulations respecting the payment of Salaries or Gratuities to Teachers, as the Lords of Her Majesty's Treasury and the Comptroller and Auditor-General will not sanction any payments which are not in accordance with these Rules:—

- (a) The Quarterly Returns furnished in connexion with the claims for payment of salaries, must be examined and checked by the local Manager, and the Certificate printed at foot of such Returns must be signed by him without alteration.
- (b) If a Manager finds it necessary to be absent from the locality at the close of the Quarter, some suitable person resident in the locality should, previously to his leaving, be nominated for the approval of the Commissioners as "*Manager pro tem.*" Otherwise, delay in the payment of the salaries may take place.
- (c) Where payment of Teachers' claims would otherwise be delayed owing to the illness, death, or removal of the recognised Manager, or to other exceptional causes, the amounts due may, in such cases, be paid through the District Inspector, or through any respectable resident, approved by the Board, who will undertake to certify and sign the usual Returns to be furnished for the school.
- (d) Every claim for Salary must be signed by the Teacher who is to receive the amount therein specified, and unless under exceptional circumstances must also be certified by the Manager of the School.
- (e) Whenever a Manager advances money to a Teacher on account of Salary payable by the Commissioners of National Education, he should take a Receipt for the same (stamped if the amount be £2 or upwards), stating that it is on account of such Salary, in order to have a proper Voucher to produce to the Education Office for repayment.
- (f) If a Teacher leave a National School, and authorize the Manager or some other person to receive payment of money accruing to him from the Board, such authority must be given in writing, or the amount will not be paid.
- (g) Teachers newly appointed, receive salary only from the date of commencing duty. (See Rule 163 d.)

242. If a Teacher die intestate, or if letters of administration be not taken out, payment will be made to the next-of-kin on making a declaration before a magistrate or clergyman, who is not the manager of the school where the money was earned, according to a form that will be supplied to the applicant, that he or she is the next-of-kin, and is entitled to receive any balance of pay awarded to the deceased, and further, that the total value of the assets of the deceased does not exceed the value of one hundred pounds, and that the death-bed and funeral expenses of the deceased have been discharged.

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sioners.

243. (a.) The Commissioners, as a rule, will not *correspond* directly with Teachers of National Schools. (b.) Official forms, however, may be forwarded direct to Teachers from the Education Office.

244. (a.) Should a Teacher have any well-grounded cause of complaint against the Manager of the School, such Teacher may submit a statement of the case to the District Inspector, who, after due inquiry, if necessary, will refer it to the Board for consideration. (b.) Should any Teacher feel himself aggrieved by the conduct of the Inspector, he can make his appeal through the Manager of the School, and it will receive attention from the Commissioners; or (c.) if the matter of complaint should affect both the Manager and the District Inspector, the Teacher is then at liberty to submit his case in writing to the Commissioners, who will, if necessary, direct one of the Head Inspectors to examine into and report upon it, for the information of the Commissioners.

245. Under ordinary circumstances, no attention can be paid to "anonymous" communications.

246. Correspondents are requested to attend to the following directions, viz. :—

- (a.) To write at the head of any letter addressed to the Office, the Name and Roll Number of the School referred to, the District, and the County in which it is situated.
- (b.) To make communications on different subjects in separate letters.
- (c.) To state in every case the writer's Post Town; and in the case of persons whose names are not recorded as Patrons or Managers of Schools, to give the name and address in full.
- (d.) In replying to an Official letter, to quote its number and date.
- (e.) It is particularly requested that all letters may be written clearly, and on paper of Foolscap size, or, at least, large-sized letter-paper.
- (f.) Letters or other communications addressed to the Secretaries, on the business of the Board, need not be prepaid.
- (g.) All letters or other communications, in any manner relating to the business of the Board, or to the National Schools, are to be addressed to the Secretaries, and not to any other Officer or person connected with the Board—such communications to be directed thus :

The Secretaries,

Education Office,

Marlborough-street,

Dublin.

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REVISED REGULATIONS regarding AID towards providing TEACHERS RESIDENCES, in connexion with NATIONAL SCHOOLS.

LOANS.

*Vested and Non-Vested National Schools.*Loans.—
Vested and
Non-vested
Schools.

247.—I. The Commissioners of Public Works, subject to such rules and regulations as may from time to time be made by the Lords Commissioners of Her Majesty's Treasury, may make loans in such cases as they may judge expedient for the purpose of assisting any person in the erection, enlargement, structural improvement, or purchase of any dwelling-house, for a residence for the teacher of a National school, provided that the amount of any such loan shall not exceed Two Hundred and Fifty Pounds.

II. Every loan shall be repaid by the payment of an annual sum of Five Pounds for every One Hundred Pounds of such loan from time to time advanced, and so on in proportion for any less amount, and be payable for the term of Thirty-five years, to be computed from the date of the advance in respect of which the said annual sum shall be charged, such annual sum to be paid by equal half yearly payments, on the Fifth day of April and the Tenth day of October in every year during the said term of Thirty-five years; but it is also provided that the amount of such annual sum may, by agreement, be increased to such amount as will repay the sum so advanced sooner than the said period of Thirty-five years.

III. To secure the repayment of any such loan, the Commissioners of Public Works, if they deem it necessary, may require the further security of at least three persons, and the sufficiency and solvency of these persons shall be made out to the satisfaction of said Commissioners.

IV. The Commissioners of Public Works may insure the premises against damage by fire, and the premiums on any such insurance shall be deemed to be included in all charges and securities whereby repayment of such loans shall be secured.

V. Mortgages, bonds, obligations, securities, contracts, and agreements in connexion with such loans, are exempt from stamp duty.

248. The following RULES and REGULATIONS for LOANS have received the approval of the LORDS COMMISSIONERS of HER MAJESTY'S TREASURY:—

Regulations
as to Loans.

1. That the dwelling shall be for the accommodation of the principal teacher of a National School.

2. The dwelling shall not be situated more than a statute mile from the school of the teacher whom it is intended to accommodate.

3. The Commissioners of National Education, so long as the dwelling is in their judgment used *bona fide* as a residence for the principal teacher of a National school, conformably to the following Rule 4, and is in their judgment kept in suitable repair, will contribute half the annual instalment payable in re-imbursement of the loan advanced by the Commissioners of Public Works.

4. The teacher under no circumstances is to be charged a higher rent per annum than two and a-half per cent. of the loan advanced by the Board of Works; but it is the earnest wish of the Commissioners of National Education, and it was their intention in promoting legislation on the subject, that the moiety locally payable in respect to the loan

may be paid by the Manager of the School or by the parties interested in the school, so as to secure a "Free Residence" for the teacher. *Appendix A.*

5. Application for a loan is to be made to the Commissioners of National Education on an application form. If the Commissioners of National Education deem the case satisfactory, they will refer it for investigation and completion to the Commissioners of Public Works. *Rules and Regulations of Commissioners.*

6. The Commissioners of National Education will not be prepared to sanction any dwelling as a teacher's residence which shall not comprise at least one sitting room, three bed-rooms, a kitchen, and the usual out-offices.

7. Every application must be accompanied by an Ordnance Sheet* (6-inch scale), showing by distinctive colouring the intended site, and also the lands or premises which are to form the security for the loan required, and by a map or diagram showing the position of the site with reference to the school-house with which the residence is to be connected.

8. Applicants may adopt the plans which have been prepared by the Board of Works†, and approved by the Board of National Education; or they may submit their own designs, together with specification and estimate, for approval. The official plans can be obtained by application to the Secretaries, Education Office.

9. When an existing building is proposed to be altered and adapted to the purpose of a teacher's residence, plans of the proposed alterations with specification and estimate, will, in like manner, be required to be submitted for approval before a loan can be sanctioned.

10. The quality of all work and materials used in the buildings will be required to be sound, good, and durable.

11. The works will be required, if possible, to be carried out under contract, and strictly according to the plans and specifications which have been approved and deposited with the Commissioners of Public Works.

12. The buildings will be required during the period over which the repayment of loans is extended to be kept in good and sufficient repair, and a guarantee given to that effect; and they will be required to be open at all times to the inspection of the officers of the Commissioners of Public Works, or those of the Commissioners of National Education.

13. The Lords of Her Majesty's Treasury decline to sanction loans for the purchase of houses already occupied as teachers' residences, but they sanction loans for the enlargement and structural improvement of such houses on the same footing as new residences, if the alterations proposed be reported as reasonable and necessary, and the cost not less than £50.

14. The Commissioners of Public Works are prepared to make loans on the above conditions, to provide teachers' residences in connexion with all National schools; but in the case of vested National Schools the site for the proposed residence must be distinct from the ground leased for the school premises, so as to be legally chargeable as security for the loan.

GRANTS.

Vested National Schools.

249. The Commissioners of National Education will be prepared to make Grants towards the cost of erection, or for the enlargement, *Grants.—Vested Schools.*

* Ordnance Sheets can be obtained from Messrs. Thom & Co. (Limited), Abbey-street, Dublin—Price 2s. 4d.; or from Messrs. Hodges and Figgis, Grafton-street.

† The Board of Works have prepared three designs for teachers' residences, of which the following are the respective estimates:—

Design No. 1,	£250.
" 2,	£225.
" 3,	£200.

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structural improvement, or purchase of dwelling-houses for residences for the teachers of all *Vested National Schools* on the following conditions, viz. :—

I. The site must be demised free of rent, or at a nominal rent, for a term of at least 61 years, or for 3 lives and 31 years concurrent; and must not be distant more than one statute mile from the school.

II. The grant may be for half the cost of the erection, improvement, or purchase of the dwelling-house, provided such moiety shall not exceed the sum of £100. In case the whole amount should exceed £200, the excess must be borne by the applicant.

III. In all cases where it is proposed to erect or improve dwellings, the plans, specification, and estimate of the proposed works must be forwarded with the application for a grant to the Commissioners of National Education, who, if approving of the plans, will forward them with their approval to the Commissioners of Public Works. The Commissioners of Public Works are required to object to particulars showing bad construction or unnecessary cost, or insufficient light, drainage, or ventilation. Applicants for grants may adopt the plans which have been prepared by the Commissioners of Public Works, and approved by the Commissioners of National Education,* or they may submit their own designs.

IV. The Commissioners of Public Works on examination of the plans, specification, and estimate for such works, and approval thereof, will determine the value of the work and the amount of the grant which can be made in respect thereof, and communicate that amount to the Commissioners of National Education; and on the due completion of the residence will pay the stipulated sum. In like manner where it is proposed to purchase a building, the Commissioners of Public Works will determine its suitability and value.

V. The residence shall be exclusively employed for the occupation and use of the teacher actually for the time being in charge of the National school in connexion with which it has been erected.

VI. If a teacher's residence is to be built on ground already vested for National school purposes, a grant of one-half the cost (up to £100) is the only form of aid available, and the Commissioners must be satisfied with the tenure.

Works to be done at Teacher's Expense.

N.B.—The Commissioners expect that all teachers will have done at their own expense the following, viz. :—Limewashing; cleaning and repairing glass; cleaning privies and ashpits; gravelling yards and walks, and keeping surface channels in order; sweeping chimneys; making good damage arising from carelessness or neglect; maintaining fences and gates, except damages from lapse of time; and in cases of residences built by *grants* for teachers of National schools vested in the Board of National Education or in trustees, the Commissioners will inflict such penalty as they may deem adequate, if the teacher fails to fulfil these conditions.

* See Note (f) page 41.

Non-vested National Schools and Training Colleges.

RULES AND REGULATIONS AS TO LOANS.

(Act 47 and 48 Vict., cap. 22.)

SUMMARY OF THE PROVISIONS OF THE ACT.

250. The above Act, 47 and 48 Vic., cap. 22, provides that:—

The Commissioners of Public Works subject to such rules and regulations as may from time to time be made by the Lords Commissioners of Her Majesty's Treasury, may make loans in such cases as they judge expedient for the purpose of assisting any person in the erection, enlargement, structural improvement, or purchase of a house to be used as a Non-Vested National School or Training College; or in the enlargement or structural improvement of any existing Non-Vested National School, or Training College; or in the acquisition or improvement of a farm not exceeding twenty-five acres in extent, connected with a Non-Vested National School or Training College, to be used for the purpose of agricultural instruction; or for the purpose of discharging any debt due and incurred before the 19th day of May, 1884, in the erection, enlargement, structural improvement, or purchase of a house to be used as a Training College.

Such loans shall only be made on the recommendation of the Commissioners of National Education.

When any loan is made under this Act the Commissioners of Public Works may, from time to time, if they think fit, insure against damage by fire all buildings charged with the repayment of such loan in such Insurance Office and for such sum as the Commissioners think fit, and all premiums paid on account of such insurance shall be deemed to be included in every charge and security whereby the repayment of such loan is secured, and shall be forthwith recoverable in like manner as any instalment of the rentcharge payable in respect of such loan.

Every loan which shall be made under the provisions of the Act shall be repaid by the payment to Her Majesty of an annual rentcharge at the rate of five pounds for every hundred pounds advanced on account thereof, and so on in proportion for any less amount, and such rentcharge shall be payable for the term of thirty-five years; and all lands on which any house, or building, may stand which is erected, enlarged, improved, or purchased wholly or partly by means of a loan under this Act, and any such house or building, and any other land acquired or improved, wholly or partly, by means of a loan under this Act, shall be charged with the payment of such loan; and so far as is consistent with this Act, all the provisions of the Landed Property Improvement (Ireland) Act relating to loans, and the priority, repayment, and recovery thereof, and otherwise, shall apply to loans made under this Act; and the priority, repayment, and recovery of such loans, and otherwise, in relation thereto, and the said Acts and this Act shall be read together and construed as one, save so far as this Act may be inconsistent with those Acts, or any of them.

To secure the repayment of any such loan, the Commissioners of Public Works may further, if they think fit, for the purpose of securing the repayment of a loan under this Act, take the security of at least three persons, of whose sufficiency and solvency the said Commissioners are satisfied, such security to be subject to such conditions as the said Commissioners think proper

Appendix A. The following rules and regulations for loans under the above Acts have received the approval of the Lords Commissioners of Her Majesty's Treasury:—

Rules and Regulations of Commissioners.

LOANS FOR NON-VESTED SCHOOLS.

1. Applications for loans are to be made to the Commissioners of National Education on an application form, which can be obtained at their office, and such loans shall only be made on the recommendation of the Commissioners of National Education.

2. Every application must be accompanied by an Ordnance sheet (6-inch scale*), showing by distinctive colouring the site, or intended site, of the school, and also the lands or premises which are to form the security for the loan required, and, in cases where it is proposed to acquire a farm in connexion with a Non-Vested School, full information must be furnished as to the tenure, liabilities, and amount of purchase-money.

3. Applicants may adopt the plans for erection of a school which have been prepared by the Commissioners of Public Works and approved by the Commissioners of National Education, or they may submit their own designs, together with specification and estimate for approval.

These official plans can be obtained by application to the Secretaries, Education Office, Dublin.

4. When an existing building is proposed to be altered and adapted to the purpose of a National School, plans of the proposed alterations, with specification and estimate, will, in like manner, be required to be submitted for approval before a loan can be sanctioned.

5. The following is a schedule showing the estimated cost of building school-houses on the plans which have been approved by the National Education Commissioners, and, unless under very exceptional circumstances, they will not be prepared to sanction a loan being made on a larger scale, in proportion to the number of children to be accommodated, than that set forth in this schedule:—

No. of Plan.			Estimated cost per child.	Description of School
1	For any number of Children on the Rolls not exceeding	00	£ s. d. 3 15 0	Single school-room.
2	For any number of Children on the Rolls exceeding	60		
3	Do. do. do. 75	75	3 6 6	do.
4	Do. do. do. 100	100	2 16 6	do.
4A	Do. do. do. 120	120	2 18 0	do.
5	Do. do. do. 140	140	2 19 0	Two school-rooms on ground.
5A	Do. do. do. 160	160	3 0 0	do. on ground.
6	Do. do. do. 180	180	3 15 0	do. two storeys.
6A	Do. do. do. 200	200	2 13 0	do. on ground.
7	Do. do. do. 220	220	2 7 6	do. two storeys.
7A	Do. do. do. 240	240	2 6 8	do. two storeys.
7B	Do. do. do. 260	260	2 13 4	do. on ground.
8A	Do. do. do. 280	280	2 5 0	do. two storeys.
8B	Do. do. do. 300	300	2 10 0	do. on ground.

The above estimate includes the cost of partition wall between the playground and the out-offices, but not the boundary fences and entrance gate, which must be specially estimated in each case.

The accommodation to be provided must be computed at six square

* Where premises are situated in towns the Ordnance sheet of the largest scale that can be procured, is to be forwarded with the application. Ordnance sheets can be obtained at Messrs. Thom & Co. (Limited), 87, Abbey-street, and Messrs. Hodges and Figgis, 104, Grafton-street, Dublin.

feet per child on the rolls in school-room, and four and a-half square feet in each class-room, which is estimated to afford eight feet per child in average attendance in the school-rooms, and six feet in the class rooms.

The loans will not be extended to cover the cost of ornamental work or materials, without the special sanction of the Commissioners of Public Works.

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LOANS FOR TRAINING COLLEGES.

6. Applications for loans are to be made to the Commissioners of National Education on an application form, which can be obtained at their office, and such loans shall only be made on the recommendation of the Commissioners of National Education.

In all cases where loans are sought for the erection of new buildings, or for the enlargement or structural improvement of existing buildings, the application must be accompanied by plans, specification and estimate of the proposed works, and, in all cases where it is proposed to acquire a farm in connexion with a Training College, full information must be furnished as to the tenure, liabilities, and amount of purchase-money.

7. The Commissioners of National Education will not be prepared to sanction a loan for the building or improvement of any Training College that does not provide suitable accommodation, in respect of lecture halls, class-rooms, refectory, dormitories, lavatories, &c., with suitable exercise ground, and all necessary sanitary arrangements.

8. Every application must be accompanied by an Ordnance sheet (6-inch scale*) showing by distinctive colouring the site, or intended site, of the Training College, and also the lands or premises which are to form the security for the loan required.

Investigation as to sufficiency of plans, specification, and estimates; security for repayment and mode of issuing loans sanctioned under the provisions of the Act:—

9. If the Commissioners of National Education consider an application for a loan made in accordance with the foregoing instructions to be satisfactory, they will refer it for investigation and completion to the Commissioners of Public Works. The Lords Commissioners of Her Majesty's Treasury decline to sanction loans for the purchase or acquisition of premises or lands, already occupied for purposes of National Schools, Training Colleges, or Farms in connexion with same, but they will sanction loans for enlargement and structural improvement of National Schools or Training Colleges, if the alterations proposed be reported as reasonable and necessary, and the cost not less than £50.

Save as noted below, no loan can be made for the purpose of discharging any debt, unless the sanction of the Treasury to such loan was obtained before the debt was incurred.†

Applicants are accordingly cautioned against proceeding with buildings, or incurring liabilities in connexion with this Act, until they receive authority from the Commissioners of Public Works. To secure the repayment of any loan made under the provisions of this Act, the Commissioners of Public Works, if they deem it necessary, will require the further security of at least three persons, and the sufficiency and solvency of these persons shall be made out to the satisfaction of the said Commissioners.

* See note on previous page.

† A loan may, however, be made for the purpose of discharging any debt due and incurred before the 19th May, 1884, in the erection, enlargement, structural improvement, or purchase of a house to be used as a Training College, provided the purposes to which the amounts so raised have been applied are such as would warrant a loan of the same amount had these Rules been otherwise complied with.

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sioners.

10. When the necessary information has been obtained by the Commissioners of Public Works, they will, on being satisfied with the plans, specification, and estimate, give public notice that the applicant has applied for a loan for the purpose stated, and take such further steps as may be necessary under the provisions of the Land Improvement Acts,* and when the loan has been sanctioned by the Lords Commissioners of Her Majesty's Treasury, and the Order for it shall have been duly registered and the Bond perfected, the Commissioners will authorize the applicant to proceed with the works.

11. The amount of the loan sanctioned will be issued in instalments as the works progress, on the certificate of the architect of the Commissioners of Public Works, a balance, however, being retained sufficient to cover the cost of completing the work.

12. The Commissioners of Public Works will insure the premises against damage by fire, and the premiums on any such insurance shall be deemed to be included in all charges and securities whereby the repayment of such loan shall be secured, and shall be recoverable in like manner as any instalment of the rentebarge payable in respect of such loan.

13. The buildings will, in all cases, be required to be kept in good and sufficient repair during the period over which the repayment of the loan is extended, and a guarantee must be given to that effect; and the buildings must be open at all reasonable times to the inspection of the officers of the Commissioners of Public Works and those of the Commissioners of National Education.

14. If any non-vested National School or Training College, or Farm in connexion with same, established by loan under the provisions of this Act, ceases to be used as a non-vested National School or Training College, the Commissioners of Public Works reserve to themselves the power of calling in any portion of such loan that may be outstanding.

* The provisions of the Land Improvement Acts apply to all loans made under the Act.

W. H. NEWELL, }
 J. E. SHERRIDAN, } Secretaries.

Office of National Education,
 Marlborough-street, Dublin,
 April, 1885.

APPENDIX TO RULES AND REGULATIONS
OF THE
COMMISSIONERS OF NATIONAL EDUCATION.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

I.

INSPECTORS OF NATIONAL SCHOOLS.

PROGRAMME OF EXAMINATION

OF

CANDIDATES for ADMISSION to the OFFICE of INSPECTOR of
National Schools.

SUBJECTS.

I. ENGLISH:—				Marks.
Pennmanship,	} Obligatory,	.	.	200
Orthography,				200
English Composition,				300
Grammar and Language,				200
English Literature, Optional,	.	.	.	500
				1,500
Literature to consist of Bacon's Essays. Some of Edmund Burke's works—Vindication of Natural Society, On the Sublime and Beautiful, and Thoughts on French Affairs. Macaulay's—Essays on William Pitt, Earl of Chatham, and Life and Writings of Addison. Shakespeare's—King Lear and the Merchant of Venice. Milton's—Sonnets, L'Allegro, Il Penseroso, Lycidas, and Books I. and II. of Paradise Lost.				
* The Essays, Plays, and Poems may be changed from year to year.				
II. SCHOOL ORGANIZATION:—				
Joyce's Handbook of School Management,	.	.	.	400
III. AGRICULTURAL CLASS BOOK,	.	.	.	300
IV. HULLAR'S MANUAL OF VOCAL MUSIC,	.	.	.	200
V. GEOGRAPHY:—				
Sullivan's "Geography Generalized,"	.	.	.	500
VI. HISTORY:—				
English,	.	.	.	} 600
Greece (Smith's),	.	.	.	
Rome (Liddell's),	.	.	.	
VII. ELEMENTARY MATHEMATICS:—				
Arithmetic,	.	.	.	600
Euclid, 1st, 2nd, 3rd, 4th, and 6th Books,	.	.	.	400
Algebra, including Quadratic Equations,	.	.	.	400
Trigonometry, to Solution of Plane Triangles only,	.	.	.	300
				1,700
HIGHER MATHEMATICS, Optional:—				
Spherical Trigonometry, Theory of Equations, Elements of Differential and Integral Calculus,	.	.	.	600
VIII. PHYSICAL SCIENCE, Obligatory:—				
Mechanics, with any two of the following subjects:—Hydrostatics, Pneumatics, Optics, Heat, Electricity	.	.	.	600
IX. LOGIC, Optional:—				
Walker, omitting Chapters on Induction and Fallacies; and Whately's Easy Lessons on Reasoning,	.	.	.	300

F

Appendix A.

SUBJECTS—continued.

Rules and Regulations of Commissioners.		Marks.
	X. POLITICAL ECONOMY, Optional:—	
	Adam Smith's <i>Wealth of Nations</i> , Books I., II., III., and V., with either of the following:—J. S. Mill, Books I., II., III., and V., or Fawcett's <i>Manual</i> , Book I., Book II., Chapters 3, 4, 5, Book III., Chapters 1, 2, 5, 6, and 8,	
	XL (1)* LATIN:—	
	Livy.—Books I., II., and III. Sallust. Virgil.—Books I., II., and III. of <i>Æneid</i> . Horace.—The <i>Odes</i> only, not to include their metrical construction,	500
	(2)* GREEK:	
	Xenophon.—Book I. of <i>Anabasis</i> or <i>Cyropædia</i> , } † Two Books of the <i>Iliad</i> and a Book of Herodotus, }	500
	(3)* FRENCH:—	
	Translations. Composition. Oral Questions,	500
	LATIN AND GREEK, an extended Course, Optional,	600
	(4) GERMAN, Optional,	500
	(5) ITALIAN, Optional,	500

The Commissioners of National Education nominate the candidates who are to compete for the situation of Inspector.

Candidates are not nominated until a vacancy occurs. The occurrence of a vacancy is notified in the *Dublin Gazette*.

Candidates must be at least twenty-one years of age, and not more than thirty-four, except in the case of National Teachers eligible to compete, who are admissible up to thirty-nine years of age.

Previously to obtaining a nomination the candidate must present himself before the Resident Commissioner, or one of the Secretaries, and must produce satisfactory evidence of age, of sound sight, of general good health, and of moral character and of regular habits. A Fee of 2s will be charged by the Civil Service Commissioners to each Candidate undergoing this Examination.

The successful candidate will, at the end of a period not less than six months from the date of entering on his duties as Inspector, on probation, be required to examine, to the satisfaction of the Commissioners, teachers and pupils in the subjects prescribed for their examination in the several programmes.

* A Candidate may take Latin, Greek, and French, but must take, at least, two of them.

† Candidate to be free to name Books.

II.

PROGRAMME OF EXAMINATION FOR INSPECTORS' ASSISTANTS.

	Marks.
A. Penmanship,	200
Orthography,	200
English Composition,	200
Grammar,	200
Literature, as contained in the Commissioners' Lesson Books,	200
Vocal Music, Hallé's Manual,	200
Agricultural Class Book,	200
B. Geography: Sullivan's <i>Geography Generalized</i> , including chapters on History,	400
C. Elementary Mathematics:—	
Arithmetic,	600
Euclid, 1st, 2nd, 3rd, 4th, and 6th Books,	400
Algebra, including Quadratic Equations,	400
Trigonometry, to solution of Plane Triangles,	200
D. Physical Science:—	
Mechanics, with any two of the following subjects:—Hydrostatics, Pneumatics, Optics, Heat, Electricity,	500
E. Easy Lessons on Reasoning,	200
F. Easy Lessons on Money Matters,	200
G. Joyce's <i>Handbook of School Management</i> ,	300
Total,	4,600

Candidates will be selected from first class teachers, and must be 23 and under 30 years of age.

III.

CONDITIONS of APPOINTMENT of NATIONAL SCHOOLMASTERS to INSPECTORSHIPS.

Appendix A.
Rules and Regulations of Commissioners.

1. Masters of National schools and Model schools will be entitled to obtain nominations to compete for Inspectorships on the following conditions:—

- (a.) The candidate shall not be over thirty-nine years of age.
- (b.) The reports received from the Inspectors upon his school must have been satisfactory.
- (c.) The Head and District Inspectors must jointly certify that the candidate's application to study, when preparing himself to compete for an Inspectorship, had not interfered with an efficient discharge of his duty to his scholars.
- (d.) The Head and District Inspectors must also certify that the candidate's health, habits, disposition, and power of work, fit him for the office of Inspector.

2. A Master who desires to obtain a nomination must apply through his Manager to the Secretaries of the Board. If the conditions (a), (b), (c), and (d) be satisfactory, an intimation will be made to his Manager as to the time and place of examination. If any of the certificates be unsatisfactory, the Manager will be informed that he cannot obtain a nomination.

3. If a Master fail on his first competition to win an appointment, he will be entitled to a second nomination should his first examination indicate merit, provided he fulfil the conditions (a), (b), (c), (d), in the same manner as if the new nomination were a nomination in the first instance.

A third nomination will not be given to any candidate.

IV.

ORGANIZING TEACHERS.

The Commissioners appoint certain teachers, whose office is to undertake the organization of large and important schools and to prepare the teaching staff of such schools for the better discharge of their duties.

V.

TEACHERSHIPS of MODEL SCHOOLS and other SCHOOLS under the direct management of the BOARD of NATIONAL EDUCATION.

PROVISIONS OF COMPETITIVE EXAMINATION.

The Commissioners of National Education have decided that all appointments to teacherships in the Model schools under the direct management of the Board, shall be determined by competition, on the following conditions:—

HEAD TEACHERSHIPS.

1. The maximum age for Candidate Masters to be forty-five, and for Candidate Mistresses thirty-five years.

2. No teacher to be eligible for candidature—

- (a.) Who is under first division of second class.

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sioners.

(b.) On whose school (or division of a school, if only an assistant) the reports of the Inspectors for the previous three years are not satisfactory;

(c.) Or who fails to obtain a favourable report from the Head Inspector in reference to the following subjects:—

State of School as regards—	Proficiency of Pupils in—
Discipline,	Arithmetic,
Cleanliness,	Geography,
Proficiency of Pupils in—	Grammar,
Reading,	Extra Branches (at least two),
Writing,	

(d.) For every year of satisfactory service after the first three years of service, ten marks for good service will be given. The highest marks, however, available for good service will be 100, to obtain which a candidate must, accordingly, have served for thirteen years.

3. The examination will be a written one.

4. The questions for candidate Head Teachers will be the same as those for first class, with the addition of Reasoning. No Candidate can be appointed unless upon creditable answering.

ASSISTANTSHIPS.

5. The maximum age for Candidate Assistant Masters to be thirty-five and for Candidate Assistant Mistresses, thirty years.

6. In the case of Candidates for Assistantships no limitation as to classification is prescribed.

7. If Candidates for an Assistantship be teachers or assistant teachers in ordinary National schools, the reports as to their efficiency for the previous three years must have been satisfactory.

8. The mark of good service will be determined as follows:—For every year of satisfactory service, commencing with the first appointment of the candidate to the principalship or assistantship of a National school, ten marks will be given. The highest marks, however, available for "Good Service" will be 100, to obtain which a Candidate Assistant must, accordingly, have satisfactorily served ten years.

9. The Questions for candidate assistants will be of the second class, with the addition of Reasoning (for Males), History, and Composition. No Candidate can be appointed unless upon creditable answering.

GENERAL REGULATIONS.

10. The Inspectors are to notify this arrangement to the teachers whom they consider eligible upon the general conditions already laid down.

11. When the Inspector receives the applications of candidates, he will furnish in due course a list of their names, &c., to the Education Office.

12. The examination will be held at the ordinary annual examination each year.

13. A return of the answering of the several candidates will be presented to the Board as soon as possible after the occurrence of the examination.

14. The candidate obtaining the highest number of marks will be appointed to the first vacancy, if of the religious denomination appointed for the vacancy; and vacancies occurring subsequently throughout the

year, will be filled up by the appointment of the candidates next, under like condition, in order of merit.

15. The Commissioners reserve to themselves the right of dispensing with the services or of causing transfers of head teachers or assistant teachers of Model schools from one Model school to another.

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sioners.

VI.

PROGRAMME OF EXAMINATIONS FOR TEACHERS.

Every National Teacher will be furnished, on application to the District Inspector, with a copy of the programme of the course of study in which is stated the minimum of proficiency required for each class.

THIRD CLASS TEACHERS.

Candidates for third class must be prepared for examination in the following subjects:—

- | | |
|---|---|
| 1. Reading and Explanation, and subject-matter of the Lesson Books. | 7. Geometry and Mensuration (<i>for males</i>). |
| 2. Spelling and Spelling Book Superseded. | 8. Algebra (<i>for males</i>). |
| 3. Penmanship. | 9. Agriculture (<i>for males</i>). |
| 4. English Grammar, including Parsing and Derivations. | 10. Book-keeping (<i>for males</i>). |
| 5. Geography and Outline Maps. | 11. { Plain Sewing, } <i>for females</i> . |
| 6. Arithmetic.* | 12. { Knitting, } <i>for females</i> . |
| | 13. Methods of Teaching, School Organization, &c. |

In preparing for this examination, the questions for which will be taken from the Books on the Board's list, candidates—

(1.) Should endeavour to acquire a pleasing and intelligent style of reading, both prose and poetry; and a thorough acquaintance with the subject-matter of all the Lesson Books.

(2.) Should be expert in writing from dictation, and should make themselves thoroughly acquainted with the Spelling Book Superseded.

(3.) Should be able to write a good hand.

They should also be well acquainted—

(4.) With the English Grammars on Board's list, and with the principal roots, prefixes, and affixes employed in forming derivative words, and should also be able to write with correct grammar and composition a simple letter on any suggested subject.

(5.) With the maps of the World, the Continents, England, Ireland, and Scotland; with so much of the Geography as relates to these maps; with the Geography Generalized to end of Chapter VIII., omitting Chapter V., and be able to draw *from memory* an outline map of Ireland, and fill in the principal places and features.

(6.) With the rules of mental calculation; and be able to work on paper questions on any rule of arithmetic.

(7.) With the mensuration of surfaces, the First and Second Books of Euclid's Elements, and the exercises on these Books in Thomson's Edition, Part I.

(8.) With the elementary rules of Algebra, Fractions, Extraction of Square Root, greatest common measure, least common multiple, and the solution of Simple Equations.

(9.) With the Introduction to Practical Farming.

(10.) With the Board's Treatise on Book-keeping.

* Female teachers will not be examined in Evolution, Progression, Series, Fellowship, Exchange, Logarithms; and male candidates for second or third classes will not be examined in Logarithms.

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sioners.

- (11.) Female candidates should be proficient in plain sewing and knitting, and be able to cut out any article of a female's ordinary apparel.
- (12.) With Joyce's Hand-book of School Management; the method of keeping the school-accounts; and the Rules and Regulations of the Commissioners.

SECOND CLASS TEACHERS.

Candidates for second class must be prepared for examination in the following subjects:—

- | | |
|---|---|
| 1. Spelling and Spelling Book Superseded. | 7. Algebra (<i>for males</i>). |
| 2. Grammar. | 8. Mechanics (<i>for males</i>). |
| 3. Lesson Books. | 9. Book-keeping. |
| 4. Geography. | 10. Agriculture (<i>for males</i>). |
| 5. Arithmetic.* | 11. Methods of Teaching and School Or-
ganization. |
| 6. Geometry and Mensuration (<i>for males</i>). | |

For the purposes of this examination, the questions for which will be taken from the Books on the Board's list, candidates—

- (1.) Should be well acquainted with the Spelling Book Superseded.
- (2.) The Lesson Books; and
- (3.) The English Grammars on the Board's list; and with
- (4.) Geography, including the first ten chapters of the Geography Generalized, and outline maps of England, Ireland, Scotland, and the Continents.
- (5.) The Principles and Practice of Arithmetic.*
- (6.) Mensuration of Surfaces, and the First, Second, and Third Books of Euclid, with the first hundred exercises thereon in Galbraith and Haughton's Edition.
- (7.) The solution of Quadratic Equations, in addition to course prescribed for Third Class Teachers.
- (8.) Elementary Mechanics, as contained in Vol. I. of Board's Treatise.
- (9.) The Board's Treatise on Book-keeping. (First six sets for Female Teachers.)
- (10.) The Agricultural Class Book.
- (11.) Joyce's Handbook of School Management.

FIRST CLASS TEACHERS.

Candidates for first class must be prepared for examination in the following subjects. The questions, except in Classics, French, and Irish, will be taken from the Books on the Board's list:—

- | | |
|------------------------|---|
| 1. Grammar. | 7. Geometry and Mensuration (<i>for males</i>). |
| 2. Composition. | 8. Algebra (<i>for males</i>). |
| 3. Geography. | 9. Trigonometry (<i>for males</i>). |
| 4. History. | 10. Natural Philosophy or Languages (<i>for males</i>). |
| 5. English Literature. | 11. Methods of Teaching, School Organi-
zation, &c. |
| 6. Arithmetic.* | |

Candidates must be well prepared in the following:—

- (1.) The English Grammars on the Board's list.
- (2.) English Composition.
- (3.) The entire of the Geography Generalized.
- (4.) History, so far as contained in the Lesson Books; and the Treatises on Geography on Board's list.

* Female Teachers will not be examined in Evolution, Progression, Series, Fellowship, Exchange, Logarithms; and male candidates for second class will not be examined in Logarithms.

- (5.) A selected portion of English Literature, which may be altered from year to year. For the examination of 1884, the piece will be *Twelfth Night*; for 1885, *Comus* and *Lycidas*—portions published in the Board's Poetic Selections; for 1886, *King Lear*. An accurate critical knowledge of the pieces selected will be required. *Appendix A.*
Rules and Regulations of Commissioners.
- (6.) The Principles and Practice of Arithmetic.
- (7.) The Mensuration of surfaces and solids. The First, Second, Third, Fourth, and Sixth Books of Euclid, with the exercises thereon in Thomson's Euclid, Part I, and Books I, II, III. in Part II.
- (8.) Algebra (to the extent taught in first nine chapters of Thomson's treatise).
- (9.) Plane Trigonometry (the Board's Treatise).
- *(10.) Any three of the following courses:—(a.) Mechanics; (b.) Hydrostatics and Hydraulics; (c.) Heat and the Steam Engine; (d.) Light and Sound; (e.) Magnetism and Electricity; (f.) Inorganic Chemistry; (g.) Organic Chemistry; (h.) Agricultural Chemistry; (i.) Botany; (j.) Spherical Trigonometry; (k.) Greek; (l.) Latin; (m.) French; (n.) Irish.
- (11.) Joyce's Handbook of School Management.

Teachers seeking promotion to the first division of first class (to which a special rate of salary is attached) will be examined on the ordinary first class questions; but to entitle them to promotion their answering must be of a very superior character.

VII.

The following are the programmes for Certificates in Greek, Latin, French, Irish, Vocal Music, and Drawing, for 1885-6, and until further notice:—

I. GREEK:—

1. Grammar.
2. Arnold's Greek Prose Composition, Part I.
3. Leading Events of Grecian History.
4. Xenophon's *Anabasis*, Books I. and II.; Demosthenes, *Olynthiac Orations*; Homer, *Iliad*, Books I. and XXII.

II. LATIN:—

1. Grammar.
2. Arnold's Latin Prose Composition, Part I.
3. Leading Events of Roman History.
4. Caesar, Books I. and II.; Livy, Books XXI. and XXII.; Virgil, *Æneid*, Books II. and IV.

III. FRENCH:—

1. Grammar—French Exercises and Composition.
2. Chambaud's *Fables*.
3. *Telemachus*, Books I, II, and III.
4. The *Athalie* of Racine.

* Teachers' Classification Certificates are sufficient to warrant payment of Results Fee for each branch of the programme, except those branches specified at paragraph (10). To give instruction in these subjects special certificates of competency will be required.

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sioners.

IV. IRISH :—

1. Grammar.

2. To translate into Irish a short passage selected from the Third or Fourth National School Reading Book.

3. "Tóruidheacht Dhiarmada agus Ghráinne," Parts I. and II. (Society for the Preservation of the Irish Language).

4. Keating's "Forus Feasa ar Éirinn," Book 1., Part I. (Gaelic Union). "Mac-Gnimhartha Fhinn" (Gaelic Union).

N.B.—Candidates will be expected to identify the places mentioned in the several texts, and to answer questions on the subject-matter.

V. VOCAL MUSIC :—Hullah's Manual, or the Tonic Sol Fa System.

VI. DRAWING :—

1. Outline Drawing from the Flat, of the same size, enlarged, or reduced, of such examples as are contained in Vere Foster's Drawing Books, E, G, I³, I⁴, Poynter's South Kensington Drawing Books, Second Grade, Gill's Second Grade Outlines, or Rawle's Second Grade Freehand Text-papers.

2. Drawing from Objects in Outline. Any common objects will be found useful for study, but the principles are best taught and learnt from Drawing models, consisting of geometrical and other solids.

3. Practical Geometry, Plane and Solid. Text-books—Vere Foster's, Burchett's, Gill's, or Rawle's Practical Geometry.

4. Perspective. Text-books—Burchett's, Hodges' or Dennis' Second Grade Perspective.

In addition to the above, shading from flat examples, shading from the round, and painting in water colours, will be found valuable to the Teacher.

VIII.

HANDICRAFT.

PROGRAMME FOR MASTERS.

To be acquainted with the construction, peculiarities, and uses of the principal tools used in carpentry and joinery, and in any other handicrafts selected by the Candidate.

To be acquainted with the various kinds of nails and screws in common use, and to be expert in driving them.

To be acquainted with the chief technical terms used in the handicrafts selected by the Candidate. To be prepared to show intelligence and practical expertness in any five of the following (at the choice of the Candidate).

1. To prepare and use glue. To plane up the edges of two boards, and glue them together. To make a tenon and mortise joint. To make a simple dovetail joint.

2. To dowel two boards together, and strengthen them with glue. To rabbet and bead-mould two boards, and join them together, using ledger and either screws or nails.

3. To plane up, rabbet, and mitre-joint four pieces of wood, so as to form a frame for a tablet or picture.

4. To be acquainted with the several kinds of locks in common use, with their peculiarities. To put on a lock, using, if necessary, a board

* A certificate, satisfactory to the Commissioners, must be possessed by the teacher of this branch.

to represent door, box, &c. To take off an old lock. To take a lock asunder and put it together again.

5. To be acquainted with the several kinds of hinges in common use. To put on a hinge of any ordinary shape, using, if necessary, boards to represent door and jamb, box and lid, &c.

6. To be acquainted with the principal ways of scarfing and splicing. To splice any such thing as a broken broom-handle, rake handle, pointer, &c., securing the joint with screws or copper wire, or waxed cord. To make a half lap joint.

7. To cut out and make a rail for a clothes rack, screwing on the hooks. To be acquainted with the different kinds of hooks. To know how to fasten up a rail to a wall by simple plaster-nailing as well as by plugging. To understand the construction of several forms of piling.

8. To know the composition of hard and soft putty. To be able to cut glass, using either a diamond or an American glass-cutter. To hack out a broken pane and put in a new one.

9. To have some knowledge of the ingredients of the most important paints. To mix paint of any ordinary colour, and to paint with it. To understand staining. To prepare a board for staining; to stain, size, and varnish it.

10. To understand the nature of soldering. To tin a soldering iron. To do any plain piece of soldering, such as fixing in the loose handle of a tin vessel, soldering together two pieces of tin, brass, &c. To do plain riveting.

11. To mount a map with linen, roller, &c. To mount a travelling map for the pocket. To know how to make paste.

12. To mend a break in any common article of furniture—a chair, a gate, a school-desk, &c. To make any small simple article—a stool, a little box for pencils, a nail box, a drawing board, &c.

IX.

MONITORS' PROGRAMME (ORDINARY).

FIRST YEAR.

READING AND EXPLANATION.—Programme of second stage of Fifth or of Sixth Class, according to standing of Monitor.*

PENMANSHIP.—To write large and small hand legibly, according to style of any of the series of copy books on Board's list.

SPELLING BOOK AND WRITING FROM DICTATION.—Programme of second stage of Fifth or of Sixth Class, according to standing of Monitor. Spelling Book Superseded to page 87.

ARITHMETIC.—Programme of second stage of Fifth or of Sixth Class, according to standing of Monitor.*

GRAMMAR.—Programme of second stage of Fifth or of Sixth Class, according to standing of Monitor.

GEOGRAPHY.—Compendium of Geography, Books I., II., and III.

LESSON BOOKS.—To recite from the Fifth Book of Lessons, "Flight of the Sons of Usna," (Joyce's Translation of *Deirdre*); "The Cloud," *Shelley*; "Marshalling of the Grecian Hosts," (Lord Derby's Translation of *Homer*); "My Birth-day," *Moore*; "Elegy in a Country Churchyard," *Gray*.

GEOMETRY (MALES).—Definitions and Thirty-two Propositions of First Book of Euclid.

ALGEBRA (MALES).—Definitions, Notation, Addition, and Subtraction.

* If Monitor has passed twice in the Sixth Class, the Inspector may submit him or her to such further test as he may deem necessary, confining himself to the books on the Commissioners' list.

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sioners.

BOOK-KEEPING (MALES).—First Two Sets Board's Treatise.

AGRICULTURE (MALES).—Part I. Practical Farming.

METHODS OF TEACHING, &c.—To teach a lesson to First Class in any two subjects.

MUSIC (OPTIONAL).—*Hullah*, to page 22.

NEEDLEWORK (FEMALES).—Plain sewing and knitting.

SECOND YEAR.

READING AND EXPLANATION.—As before.*

PENMANSHIP.—To write large and small hand with ease and neatness.

SPELLING BOOK AND WRITING FROM DICTATION.—As before. Spelling

Book Superseded to page 121. Edition of 1881.

ARITHMETIC.—As before.*

GRAMMAR.—As before.

GEOGRAPHY.—As before, with Book V., pp. 164 to 181, inclusive.

LESSON BOOKS.—From Fifth Book of Lessons, "Retreat of the Sons of Usher," From Sixth Book of Lessons, "Deserted Village," (Part I.), *Goldsmith*. Prose—from Fifth Book of Lessons, "Westminster Abbey," *Addison*.

GEOMETRY (MALES).—Remainder of First Book. Mensuration, Rectilinear Figures.

ALGEBRA (MALES).—As above, with Multiplication and Division.

BOOK-KEEPING (MALES).—First Three Sets Board's Treatise.

AGRICULTURE (MALES).—Parts I. and II. of Practical Farming.

METHODS OF TEACHING, &c.—To teach a lesson to Second Class.

MUSIC (OPTIONAL).—*Hullah*, to page 70.

NEEDLEWORK (FEMALES).—As above, increased proficiency.

THIRD YEAR.

READING AND EXPLANATION.—Programme of Sixth Class.*

PENMANSHIP.—As above.

SPELLING BOOK AND WRITING FROM DICTATION.—As above. Spelling Book Superseded to page 143. Edition of 1881.

ARITHMETIC.—Programme for Sixth Class.*

GRAMMAR.—Programme of Sixth Class and a Parsing Exercise. Accidence, and the application of Syntax to the correction of common colloquial errors.

GEOGRAPHY.—Compendium, remaining chapters of Book V., to page 192.

LESSON BOOKS.—To recite from Sixth Book of Lessons, "True Greatness," *Pope*; "Ode on Spring," *Gray*; "Deserted Village," (Part II.), *Goldsmith*. Prose—Thorough knowledge of the subject-matter of the Lessons in Sixth Reading Book up to page 106.

GEOMETRY (MALES).—As before, with exercises in *Thompson* (Part I.) thereon.

ALGEBRA (MALES).—As above, with extraction of Square Root and Fractions and solution of easy questions in Simple Equations.

BOOK-KEEPING (MALES).—First Four Sets Board's Treatise.

AGRICULTURE (MALES).—The whole of Introduction to Practical Farming.

METHODS OF TEACHING, &c.—Part II., Chapters I. and II. of *Joyce's* Hand-book.

MUSIC (OPTIONAL).—*Hullah*, to page 102.

NEEDLEWORK (FEMALES).—Increased proficiency.

* If Monitor has passed twice in the Sixth Class, the Inspector may submit him or her to such further test as he may deem necessary, confining himself to the books on the Commissioners' list.

FOURTH YEAR.

READING AND EXPLANATION.—To teach or examine any Class to Fourth, inclusive, to satisfaction of Inspector.

PENMANSHIP.—As above.

SPELLING BOOK AND WRITING FROM DICTATION.—To teach or examine any Class to Fourth, inclusive, to satisfaction of Inspector.

ARITHMETIC.—To teach or examine any Class to Fourth, inclusive, to satisfaction of Inspector.

GRAMMAR.—To teach or examine any Class to Fourth, inclusive, to satisfaction of Inspector.

GEOGRAPHY.—To teach or examine any Class to Fourth, inclusive, to satisfaction of Inspector.

LESSON BOOKS.—To teach or examine any Class to Fourth, inclusive, to satisfaction of Inspector, and, in case of girls, in Girls' Reading Book.

GEOMETRY (MALES).—As before. The Definitions and eight Propositions of the Second Book of Euclid. Mensuration of Plane Surfaces.

ALGEBRA (MALES).—Fractions and Simple Equations.

BOOK-KEEPING (MALES).—First Five Sets Board's Treatise.

AGRICULTURE (MALES).—As before.

METHODS OF TEACHING, &c.—Knowledge of the keeping of National School Records, *Joyce's Hand-book*, Part II., Chaps. IV. and V.

MUSIC (OPTIONAL).—To teach a lesson in Part I. of *Hullah's* to Fifth and Sixth Classes.

NEEDLEWORK (FEMALES).—As before.

FIFTH YEAR.

(At the close of their Fifth Year Monitors will be examined in the Programme for Third Class Teachers. See page 67.)

MONITORS' EXTRA PROGRAMME—DRAWING.

FIRST YEAR.—Advanced Outline from the Flat.

SECOND YEAR.—Drawing from Objects in Outline.

THIRD YEAR.—Practical Geometry, Plane and Solid.

FOURTH YEAR.—Perspective.

FIFTH YEAR.—Shading from the Flat, Shading from the Round, or Painting in Water Colours.

X.

TRAVELLING AND LODGING ALLOWANCE; UNCLASSED TEACHERS AND MONITORS. ANNUAL EXAMINATIONS.

I. Where there is no Railway, or other public conveyance to place of examination, expenses are to be calculated at $2\frac{1}{2}$ d. per statute mile, each way.

II. Where there is a public conveyance available, the fare payable thereby is allowed, provided it does not exceed $2\frac{1}{2}$ d. per statute mile going and returning.

III. For Railway journeys, third class fare only is allowed to Males, but second class fare may be allowed to Females when they have paid it.

IV. The Lodging Allowance may be estimated at 2s. per night for each day of the examination, with one night additional when the school is situated at an inconvenient distance from the place of examination.

V. No expenses are payable when the school is not more than four statute miles from the town where the examination is held.

VI. Unclassed Teachers who have already been examined for classification either as Teachers or Monitors are not entitled to any allowance.

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sioners.

VII. No expenses will be paid to classed Candidates for promotion, under any circumstances. The same rule applies to Candidates for Model School appointments, and to Candidates for Certificates of Competency to teach extra subjects.

XI.

PROGRAMME OF INSTRUCTION AND EXAMINATION FOR NATIONAL SCHOOLS.

Pupils will be examined according to this Programme* in the case of all Results Examinations held on and after 1st March, 1885.

(Pupils can be examined only in the classes in which they are enrolled at the close of the Results period.)

INFANTS.

1.—Pupils apparently of too tender an age to be placed in First Class may be examined as Infants in a course of instruction suitable to their capacity, such course to be limited to the first and second sections of the First Book, with appropriate exercises.

FIRST CLASS.

1. READING.—To read correctly lessons in the First Book—Part II.

2. SPELLING.—(a.) To spell correctly the words arranged in columns at the head of the lessons in the First Book. (b.) To spell phrases or short sentences selected from the lessons in the First Book.

3. WRITING.—To copy in large hand or round hand, on slate or paper, at the option of the teacher, words or short sentences selected by the Inspector from the First Book, Part II., and written on the Black Board.

4. ARITHMETIC.—(a.) To read and set down numbers up to and including three places of figures. (b.) To know the Addition Table. (c.) To add on slate or blackboard three numbers, each not exceeding two places of figures.

SECOND CLASS.

1. READING.—(a.) To read correctly, and with due attention to pauses, the lessons in Second Book. (b.) To answer simple questions on the words and phrases of the lesson read. (c.) To repeat at least four of the pieces of poetry correctly.

2. SPELLING.—(a.) To spell orally the words arranged in columns at the head of the lessons in Second Book. (b.) To spell phrases or short sentences selected from the lessons in Second Book.

3. WRITING.—To exhibit in copy-books, as a rule, at least sixty pages of the elementary numbers of any approved series of copy-books, written on sixty different days since the preceding annual inspection—each page to be dated; and to write with fair imitation of the head-line, in presence of the Inspector, any one of those copies selected by him.

4. ARITHMETIC.—(a.) To read and set down any number up to, and including, four places of figures. (b.) To know the Addition and Subtraction Tables. (c.) To work on slate exercises in Simple Addition of not more than five addends of three places each, and easy exercises in Simple Subtraction.

5. NEEDLEWORK.—To hem, or to do plain knitting.

* If there are Irish-speaking pupils in a school, the teacher, if acquainted with the Irish language, should, whenever practicable, employ the vernacular as an aid to the elucidation and acquisition of the English language.

THIRD CLASS.

1. **READING.**—(a.) To read with ease and correctness the lessons of the Third Book. (b.) To answer simple questions on the words and phrases of the lesson read. (c.) To repeat correctly five of the pieces of poetry contained in Third Book.

2. **SPELLING.**—(a.) To write from dictation on slate or paper an easy sentence from the Third Book. (b.) To spell correctly the words arranged in columns at the head of the lessons.

3. **WRITING.**—To exhibit in copy-books, as a rule, at least one hundred pages in round hand or elementary small hand, written on one hundred different days since the preceding annual inspection—each page to be signed and dated by the pupil; and to write, with careful imitation of the head-line, in presence of the Inspector, any one of those copies selected by him.

4. **ARITHMETIC.**—(a.) To read and set down any number up to, and including, six places of figures. (b.) To know the Multiplication and Pence Tables. (c.) To work on slate or paper sums in all the Simple Rules, and also sums in Addition of Money not exceeding five addends.

5. **GRAMMAR.**—To be well acquainted with the definitions of the Parts of Speech, and to distinguish the Parts of Speech in an ordinary sentence.

6. **GEOGRAPHY.**—To know the outlines and leading features of the Map of the World.

7. **NEEDLEWORK (GIRLS).**—To hem and to do plain knitting.

FOURTH CLASS.

1. **READING.**—(a.) To read with ease and correctness the lessons of the Fourth Book. (b.) To be acquainted with the meanings of the words and phrases, and also with the subject-matter of the lesson read. (c.) To repeat six of the pieces of poetry in Fourth Book correctly.*

2. **SPELLING.**—(a.) To write from dictation on paper a passage of seven or eight lines selected from the Fourth Book. (b.) To spell correctly the words arranged in columns at the head of the lessons, and other words selected from the lessons.

3. **WRITING.**—To exhibit in copy books, as a rule, at least one hundred pages in fair small hand, written on one hundred different days since the preceding annual inspection—each page to be signed and dated by the pupil, and to be kept neat and free from blot; and to write, with careful imitation of the head-line, in presence of the Inspector, any one of those copies selected by him.

4. **ARITHMETIC.**—(a.) To know Numeration and Notation well, and all the more useful arithmetical tables. (b.) To perform mentally easy exercises in Addition and Subtraction; and to work on slate or paper, accurately and speedily, a sum of seven lines in Addition of Money. (c.) To work on paper questions in Reduction and Compound Rules of Money; and easy questions in Reduction of Common Weights and Measures.

5. **GRAMMAR.**—(a.) To be well acquainted with the definitions of the Parts of Speech, and to distinguish the Parts of Speech readily and intelligently in any ordinary sentence. (b.) To be well acquainted with the genders, numbers, and cases of nouns and pronouns, the comparison of adjectives, and the simple moods, tenses, &c., of verbs.

* A number of lines of prose may be selected instead of half of the pieces of poetry required under the head "Reading," in the fourth and higher classes, to be repeated as an exercise of memory, i.e., so many lines of prose and so many lines of poetry; the total of both not to be less than 200 lines.

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sioners.

6. GEOGRAPHY.—(a.) To know the ordinary geographical definitions of the physical divisions of land and water. (b.) To be acquainted with the Maps of the World and Ireland.*

7. AGRICULTURE.†—To answer intelligently on the subject of CROPS and COTTAGE GARDENING, as treated in the Introduction to Practical Farming.

8. NEEDLEWORK (GIRLS).—To exhibit fair proficiency in hemming, stitching, and top-sewing, and in plain knitting.

FIFTH CLASS—FIRST STAGE.

1. READING.—(a.) To read with fluency, correctness, and intelligence the first 148 pages of the Fifth Book of Lessons. (b.) To answer intelligently on the subject-matter of the lessons comprised in these pages (c.) To repeat correctly six of the poetical pieces in the prescribed portion of the Fifth Book.‡

2. SPELLING.—(a.) To write from dictation, on paper, with correct spelling, an ordinary passage of seven or eight lines from the prescribed portion of the Fifth Book. (b.) To spell words selected from the prescribed portion of the Fifth Book.

3. WRITING.—(a.) To write, in the presence of the Inspector, a neat legible hand with ease and freedom. (b.) To exhibit in suitable books, as a rule, one hundred pages of well-written school exercises, executed on one hundred different days since the preceding annual inspection—each page to be signed and dated by the pupil.

4. ARITHMETIC.—(a.) To know all the arithmetical tables in the Board's First Book of Arithmetic, and to be able to write out on paper any of them in correct form. (b.) To work *mentally*, exercises in Simple Addition and Simple Subtraction, and to work on slate or paper, *accurately and speedily*, a sum of ten lines in Addition of Money. (c.) To work neatly, on paper, questions in the more useful Compound Rules, and easy exercises in simple Proportion.

5. GRAMMAR.—(a.) To be well acquainted with Orthography and Etymology. (b.) To parse simple sentences syntactically.

6. GEOGRAPHY.—(a.) To understand longitude, latitude, zones, &c. (b.) To know the Map of Europe.*

7. AGRICULTURE.†—In addition to the course prescribed for Fourth Class, to answer intelligently on LIVE STOCK, as treated in the Introduction to Practical Farming.

8. BOOK-KEEPING.§—To exhibit, in suitable books, the First and Second Sets (Board's Treatise) neatly written out, and to answer questions on these sets.

9. NEEDLEWORK (GIRLS).—To be proficient in sewing and knitting.

FIFTH CLASS.—SECOND STAGE.

1. READING.—(a.) To read with fluency, correctness, and intelligence the Fifth Book of Lessons. (b.) To answer intelligently on the subject-matter of the lessons. (c.) To repeat correctly six of the poetical pieces in the Fifth Book.‡

* After 1st March, 1886, the Map of the County in which the school is situate may be substituted for the Map of Ireland in the Fourth Class, and after same date the Maps of Europe and Ireland must be taught in the Fifth Class (First Stage).

† Obligatory subject for boys of Fourth or higher classes, except in schools in large towns; optional for girls.

‡ A number of lines of prose may be selected instead of half of the pieces of poetry required under the head "Reading," in the different classes, to be repeated as an exercise of memory, i.e., as many lines of prose and so many lines of poetry; the total of both not to be less than 200 lines.

§ Book-keeping is optional in all schools.

2. SPELLING.—(a.) To write from dictation, on paper, with correct spelling, an ordinary passage of *seven or eight* lines from the Fifth Book. (b.) To spell words selected from the Fifth Book.

3. WRITING.—(a.) To write, in the presence of the Inspector, a neat legible hand with ease and freedom. (b.) To exhibit in suitable books one hundred pages of well-written school exercises, as a rule, executed on *one hundred different days* since the preceding annual inspection—each page to be signed and dated by the pupil—and *at least thirty of these exercises to be letters on simple subjects*.

4. ARITHMETIC.—(a.) To know the numeration and notation of Decimals, and *all the arithmetical tables*, and to be able to write out on paper any of the latter in correct form. (b.) To perform simple arithmetical questions *mentally*, and to work on slate or paper *accurately and speedily*, a sum of twelve lines in Addition of Money. (c.) To work neatly, on paper, exercises in Simple Proportion and Practice, and easy questions in Decimal and Vulgar Fractions.

5. GRAMMAR.—(a.) To be well acquainted with Orthography and Etymology. (b.) To know the *principal* Latin roots, prefixes, &c. (c.) To parse simple sentences syntactically.

6. GEOGRAPHY.—(a.) To understand longitude, latitude, zones, &c., (b.) To know the *Maps* of the Continents. (c.) To be acquainted with the geography of Ireland.

7. AGRICULTURE.*—In addition to the course prescribed for Fifth Class, First Stage, to answer intelligently on Part III. of Introduction to Practical Farming.

8. BOOK-KEEPING.*—To exhibit in suitable books the first four Sets (Board's Treatise), neatly written out, and to answer questions on those Sets.

9. NEEDLEWORK (GIRLS).—To be proficient in sewing and knitting, and in cutting out simple articles of dress.

SIXTH CLASS.

[N.B.—Pupils can be presented for examination for Results Fees (ordinary subjects) only *twice* in Sixth Class. Pupils presented for the *first time* will not be examined in Reading, Spelling, or the repetition of Poetry beyond the first 200 pages of the Sixth Book.]

1. READING.—(a.) To read the Sixth Book with fluency, correctness, and intelligence, and to answer intelligently on the lessons selected for examination. (b.) To repeat correctly six of the pieces of poetry in the Sixth Book.†

2. SPELLING.—To write, on paper, in a free legible hand, and with correct spelling and punctuation, a *paragraph of seven or eight lines* dictated from the Sixth Book.

3. WRITING.—(a.) To exhibit in suitable books one hundred pages of *school exercises*, as a rule, written in a good hand on *one hundred different days* since the preceding annual inspection. *Each exercise, as in the preceding classes, to be signed and dated by the pupil.* (b.) Specimens of ornamental Penmanship may be included amongst the exercises.

4. ARITHMETIC.—(a.) To be expert in mental calculation. (b.) To perform *accurately and speedily*, on slate or paper, a sum of fifteen lines in Addition of Money. (c.) To work neatly on paper, at first pre-

* NOTE.—See note under Fifth Class, first stage.

† A number of lines of prose may be selected instead of half of the pieces of poetry required under the head "Reading," in the different classes, to be repeated as an exercise of memory, i.e., so many lines of prose and so many lines of poetry; the total of both not to be less than 200 lines.

Appendix A. presentation, exercises in Fractions, Compound Proportion, Simple Interest, Discount, and extraction of Square Root. Pupils presented a second time in this class will have to answer on a full course of arithmetic.

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5. GRAMMAR.—(a.) To be acquainted with the principal roots, prefixes, and affixes employed in the formation of English words. (b.) To parse prose and poetry correctly; and to write, with correct grammar and composition, a simple letter on any subject suggested by Inspector.

6. GEOGRAPHY.—(a.) To be acquainted with the elements of mathematical and physical Geography. (b.) To draw from memory an outline map of Ireland. (c.) To know the geography of Great Britain and Ireland, India, and the British Colonies.

7. BOOK-KEEPING.*—To the end of the Sixth Set (Board's Treatise).

8. AGRICULTURE.*—To answer intelligently on the Introduction to Practical Farming.

9. NEEDLEWORK (GIRLS).—(a.) To be able to cut out any article of females' apparel. (b.) To exhibit satisfactory proficiency in the different branches of plain sewing and knitting.

MUSIC.—PROGRAMME (STAFF NOTATION).

SECOND AND THIRD CLASSES.—(a.) To name the notes on the staff, and to sing the natural scale. (b.) To sing with precision, in unison, any six approved school songs.

FOURTH AND FIFTH CLASSES.—(a.) To define satisfactorily the various intervals in the diatonic scale. (b.) To read accurately any ordinary piece in common time. (c.) To join in at least three harmonized pieces.

SIXTH CLASS (Two Examinations).—(a.) To exhibit a fair knowledge of the theory of the subject. (b.) To transpose an easy passage from one key to another. (c.) To take first and second parts in at least three harmonized pieces.

1. As pupils advance from class to class, they must exhibit a knowledge of at least two new songs in each class.

2. If the Tonic Sol Fa system be pursued in any school, a programme of proficiency for each class must be submitted for the approval of the Board before the class can be presented for examination for results fees, or the following Programme may be adopted:—

MUSIC.—PROGRAMME (TONIC SOL-FA.)

SECOND CLASS.—1. To sing from Examiner's (or Teacher's) pointing on the Modulator the tones of the chord of Doh in any order.

2. To sing in correct time and tune any of the exercises contained in the First Step of the "Standard" or the "School" charts.

3. To sing in unison any four approved school songs.

THIRD CLASS.—1. To Solfa from Examiner's pointing on the Modulator the chords of Doh and Soh in any order.

2. To sing in correct time and tune any of the exercises contained in the Second Step of the charts.

3. To sing in unison any six approved school songs.

FOURTH CLASS.—1. To Solfa from Examiner's pointing on the Modulator simple passages in the major diatonic scale.

2. To sing in correct time and tune any of the exercises contained in the Third Step of the charts.

* NOTE.—See note under Fifth Class, First Stage.

3. To sing from notes and in two parts, at least, three approved school songs. Appendix D.

FIFTH CLASS.—1. To sing from Examiner's pointing on the Modulator any simple tune including transition to first sharp and first flat keys. Rules and Regulations of Commissioners.

2. To sing in correct time and tune any exercise in the Fourth Step on the charts.

3. To sing from notes in two or more parts three approved school songs.

SIXTH CLASS.—1. To answer questions on the Minor mode, and to sing easy minor mode phrases from the Modulator.

2. To sing in good time and tune any exercise in the Fifth Step on the charts.

3. To translate into the Staff notation any simple exercise selected by the Examiner from the charts or from books.

4. To join in at least three harmonized pieces.

NOTES.

I. (a.) No results fee can be paid in respect of any pupil of a day school whose attendance during the year ended on the last day of the month preceding the month of the annual examination shall be less than ONE HUNDRED DAYS. (b.) Attendances on Saturdays are not to be included, unless the Commissioners in particular instances recognise Saturday as an ordinary school-day. (c.) Instruction on Saturdays in extra branches will be recognised if provision for it is made on the time-table. (d.) Pupils may have the days on which their school-room was used for Parliamentary Elections, or for Examination of Teachers or Monitors, placed to their credit, provided they gave any attendances *within two weeks* of the date of such closing. (e.) The rolls shall be made out for the year ended last day of the month immediately preceding the date of examination, unless otherwise specially ordered.

II. (a.) Under ordinary circumstances only *one fee for each subject* can be paid for a pupil in any class, except in the case of infants. (b.) Each stage of fifth class, and each examination of sixth class, are to be regarded as equivalent to separate classes.

III. (a.) If from any cause the regular results period of a school be changed, the amount accruing from the examination, as per scale of fees, may be increased or lessened by so many *twelfths* according as the period exceeds or falls short of twelve months; and the results fees may be allocated to the different teachers in proportion to the time served by each within the period for which fees are allowed. (b.) But no unreasonable extension or reduction of the ordinary 12 months period can be claimed under this rule. (c.) In cases where it is found necessary to hold a results examination for a period less than eleven months from the date of the termination of the last results period, teachers will be allowed to present pupils again in the same class and in the same extra branches in which they were presented at the previous examination.

IV. (a.) If an incoming teacher is not granted salary from the first recognised school-day of a month, he cannot claim results fees for that month: (b.) and similarly if a teacher is not granted salary up to the last recognised school-day of a month, he cannot claim results fees for that month. (c.) In schools with more than one teacher, the total fees earned for subjects taught by the staff in ordinary school hours will pass to the common fund, and be divided among the staff of teachers recognised.

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sioners.

INFANTS.

V. *Individual examination of pupils, presented as infants, may be dispensed with.*

VI. In a thoroughly organized Infants' School, or Infants' Department, with a separate staff, and in a separate room, a fee of 4s. per pupil may be paid, or 6s. per pupil if the Kindergarten system be efficiently practised.

VII. (a.) No fee shall be paid in an Infants' School or Infants' Department for any extra branch (except in case of monitors); nor for any pupil presented in a class higher than third class. (b.) As a rule, pupils should be removed from Infants' Schools or Departments immediately after the results examination next following the completion of their eighth year of age.

AGES OF PUPILS.

VIII. (a.) No child under three years of age can be enrolled as a pupil in any National School, and, as a rule, no pupil over seven years of age can, on admission to school, be enrolled in an Infant class.

(b.) In cases of question regarding the age of a pupil, the decision of the Inspector will be final for all the purposes of the results examination.

EVENING SCHOOLS.

(See Rule 198.)

IX. (a.) In evening schools attendance on **FIFTY** evenings, made within the months of continuous operation, will be accepted as qualifying a pupil for admission to examination for results. (b.) *Under no circumstances should a day school pupil be presented for examination in an evening school.* (c.) In evening schools results fees will be paid for reading, spelling, writing, arithmetic, and book-keeping *alone* of the ordinary branches, and for those only when the proficiency in them is traceable to the instruction given in the evening schools. (d.) *In evening schools not more than two extra branches can be taught, and when payment is made for such branches, no fees will be paid for the ordinary branches in respect of the same pupils.* (e.) In Evening schools, after the pupils pass *once* in sixth class, extra subjects *only* will be paid for such pupils. (f.) Music and Needlework will not be paid for in evening schools.

X. A written exercise, signed and dated by the pupil, may be called for by the Inspector for every attendance for which credit is claimed in an evening school.

EXTRA SUBJECTS.

XI. Extra subjects for which results fees are claimed, with the exception of Drawing, Geometry, and Algebra, must be taught in Ordinary National schools (see Rule 40) before or after school-hours, except on Saturdays—see note (I.)—and they must not be taught during the time allowed for recreation.

XII. No fee for any extra branch, if taught within school hours, except Drawing and Instrumental Music (provided the latter is taught in a separate room), is payable in the case of a pupil who fails in Reading, Spelling, Writing, or Arithmetic.

XIII. (a.) It is desirable that notice be given by the teachers to the District Inspector, at the commencement of the results year, of the extra branches, other than those specified in note XI., in which they purpose to present pupils for examination. (b.) In any school in which classes

have been established for instruction in extra branches, results fees will not be paid if, in the opinion of the Commissioners, the instruction has not been given effectively, and for an adequate portion of the results year. (c.) No extra branches can be taught in a National School, unless adequate provision is made on the time-table for instruction therein. (d.) Branches of Natural Science will not be paid for in any school in which the Inspector shall report that the facilities and appliances for teaching them are inadequate. (e.) No fee will be paid for any extra subject in the case of a pupil enrolled within the previous six months in a Science and Art class for the same subject.

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XIV. Only one fee can be paid for any extra branch, or stage of extra branch, if subdivided, except as provided for in Note III. (c.)

XV. (a.) As a rule no Results Fees for extra subjects are payable to any teachers unless the Commissioners are satisfied as to their competency to teach such extra subjects (see note to page 53). (b.) Certificates from the Science and Art Department are accepted as qualifying Certificates so far as they cover the course laid down by the Commissioners. (c.) In certain cases the Commissioners may dispense with the necessity of obtaining formal Certificates to teach and gain Results Fees in extra branches.

XVI. (a.) The subject-matter of any of the Board's Reading Lesson Books (except Girls' Reading Book), or a subject included in any part of the ordinary Results Programme, cannot be recognised as an extra subject for any class without the special authority of the Commissioners. (b.) Girls of the fifth and sixth classes, may be examined in the subject-matter of the Girls' Reading Book as an extra subject (if taught by a female teacher)—the first half of the book for first examination, and the whole book for second examination. But this book is not a class book to warrant results fees for Reading and Explanation in any class. (c.) Management of poultry will not be paid for as an extra subject where there is not a poultry yard attached to the school, available for, and made use of in, the practical instruction of the pupils.

ALLOCATION OF RESULTS FEES.

XVII. (a.) Results fees for extra branches, taught during ordinary school-hours by a member of the permanent teaching staff of the school, shall go into the common fund divisible among the teachers, in schools where one or more assistants are employed.

(b.) In the case of extra and optional subjects taught before or after the ordinary school-hours, the results fees accruing will be payable to the teacher who gives the extra instruction, without reference to his position in the school.

(c.) Results fees for Needlework taught by an approved Extern Teacher, either within or out of school hours, may be paid to such Teacher.

(d.) Optional subjects may be taught either within or out of, or partly within and partly out of school hours. If taught, with the approval of the Commissioners, by a qualified Extern Teacher, or Teacher of an adjoining school, or a Temporary Assistant, the fees will be paid to the Teacher of such optional subject.

(e.) Results fees for extra subjects taught, with the approval of the Commissioners, by qualified Externs, by Teachers of adjoining schools, or by Temporary Assistants, may be paid to such Teachers.

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XII.

PROGRAMME OF EXTRA SUBJECTS FOR WHICH RESULTS PAY-
MENTS MAY BE CLAIMED IN NATIONAL SCHOOLS.

(Pupils will be examined according to this Programme in the case of all Results Examinations held on and after 1st March, 1885.)

The regulations of the Commissioners enable teachers possessing certificates of competency satisfactory to the Commissioners to earn results fees under each of the following heads :—

- I. Instrumental Music and Drawing.
- II. Classics, French, and Irish.
- III. Geometry, Algebra, and other approved branches.

Provided that—(a.) No results fees shall be paid for more than two extra subjects (besides Instrumental Music, Drawing, Algebra, and Geometry) in the same school without the sanction of the Commissioners.

(b.) That Classics, French, Irish, Trigonometry, Navigation, Mechanics, or any of the Physical Sciences (except Physical Geography) be not taught (with a view to claim results fees) to children *under ten years of age*.

(c.) That an *extra school-fee* of two shillings per quarter shall be paid to his teacher by each pupil for instruction in each extra branch specified under (b), except Irish.

(d.) The following extra branches can be taught to girls only :—

(1) The adjustment and use of the Sewing Machine (50 lessons of one hour each), (2) Cookery (practical), (3) Management of Poultry, (4) Girls' Reading Book (two divisions).

The following is the minimum proficiency upon which pupils will be allowed to pass in the different classes :—

DRAWING.—PROGRAMME.

THIRD AND FOURTH CLASSES.—(a.) Free-hand drawing from the flat on paper, such as simple arrangements of straight lines, forming either simple familiar objects, or geometrical designs, or easy curved line ornament.

FIFTH CLASS.—(a.) Free-hand drawing, of a more advanced character, such as simple ornament, curved lines, or (b.) Easy practical geometry.

SIXTH CLASS.—(a.) Free-hand drawing, of a still more advanced character, from the flat on paper, such as advanced ornament, advanced practical geometry, or drawing from objects in outline. (b.) Shading from the flat, shading from the round, perspective, or painting in water-colours.

NOTE.—If a pupil be presented a second year in sixth class, he must exhibit some work from (b.) The proficiency must in all cases be satisfactory to entitle the pupil to a pass. Specimens of drawings to be forwarded by the Inspector to the Education Office with his report.

CLASSICS—FRENCH AND IRISH.

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sioners.

The Commissioners of National Education have sanctioned the payment of results fees for Latin, Greek, French, and Irish language, upon the following conditions:—

I. Instruction in Classics, French, and Irish must be given out of the ordinary school-hours; but pupils who have been examined once in the sixth class may be allowed to devote a portion of these hours to the study of their Classical, French, or Irish lessons, provided that the routine business of the school be not interfered with.

II. No pupil may be presented for examination in Classics, French, or Irish, who has not reached at least the fifth class.

III. The course will extend over a period of three years; and a pupil gaining for his teacher a fee in the course for any year cannot be again presented for examination in that course, except as provided for in Note III. (c) of ordinary Programme. If a pupil fail in any year's course, he may be re-examined therein.

IV. For every pupil fulfilling the foregoing conditions who passes a satisfactory examination on the course prescribed for his year on the following programme, results fees will be awarded to the teacher:—In Latin, 10s.; in Greek, 10s.; in Irish, 10s.; in French, 5s.

CLASSICS, FRENCH, AND IRISH.—PROGRAMME.

LATIN.—*First Year.*—Grammar, including syntax, Latin Delectus, or any similar elementary book. *Second Year.*—Two books of Caesar, or two books of Virgil, or the Jugurtha of Sallust, or any approved course of equal difficulty. *Third Year.*—Not less than 500 lines of Ovid, Horace, or Juvenal, or of the Georgics of Virgil, and any book of Livy. An easy passage of at least twenty lines from the Third Book of Lessons to be translated into Latin prose.

GREEK.—*First Year.*—Grammar, to the end of the regular verbs. *Second Year.*—Grammar, including syntax, Greek Delectus, and one book of Xenophon, either the Anabasis or the Cyropædia. *Third Year.*—Two books of the Iliad and a book of Herodotus.

FRENCH.—*First Year.*—Grammar, not including syntax, with twenty pages of a French vocabulary, or of an easy phrase-book. *Second Year.*—Grammar, including syntax, with twenty additional pages of a phrase-book, and translation of two books of Telemachus, or Charles XII., or Chambaud's "Fables Choies," edited by Du Gué. *Third Year.*—The Athalie of Racine, or any approved book of French poetry. Translation of an easy passage of English into French. Fair correctness of pronunciation.

IRISH.—*First Year.*—(a.) Grammar to the end of the regular verb, with the verbs *is* and *tá*; (b.) Twenty pages of an Irish phrase book, or the phrases in the First and Second Irish Books published by the Society for the Preservation of the Irish Language. *Second Year.*—(a.) Grammar to the end of Syntax; (b.) The phrases of the "Third Irish Book," or the Story of Oisín in Tir na n-óg; (c.) Translation of the Second Book of Lessons into Irish. *Third Year.*—(a.) A more critical knowledge of Grammar; (b.) The first seven chapters of Keating's "Forus Feasa ar Éirinn" (Gaelic Union), omitting the poetry; (c.) Translation of the Third Book of Lessons into Irish.

NOTE (1).—The elementary books used during the first year must be approved by the Inspectors.

(2).—Other books may be substituted for those prescribed for second and third years; but the sanction of the Commissioners for the change must be previously obtained.

Appendix.

Rules and
Regulations
of Commis-
sioners.

GEOMETRY AND MENSURATION.

The course will be comprised in three examinations—the first year's examination may take place while the pupil is in fifth class:—

FIRST EXAMINATION.—Euclid, Book I., to the 32nd proposition (inclusive). Mensuration, area of rectilineal figures.

SECOND EXAMINATION.—(*In addition to above*)—Euclid; the remaining propositions of Book I., and the entire of Book II. Mensuration; circle—ellipse—zone—surfaces of the principal solids.

THIRD EXAMINATION.—(*In addition to above*)—Euclid, Books III. and IV., with the first eight propositions of Book VI. Mensuration, solidity of prism, cylinder, cone, and sphere—artificer's work—a general knowledge of the principles of land surveying.

ALGEBRA.

The course will be comprised in three examinations—the first may take place while the pupil is in fifth class:—

FIRST EXAMINATION.—Definitions—simple rules—computation of algebraic expressions—easy simple equations.

SECOND EXAMINATION.—(*In addition to above*)—Simple equations, and problems producing them—simultaneous equations—algebraic fractions—involution and evolution.

THIRD EXAMINATION.—(*In addition to above*)—Quadratic equations, and problems producing them—theory of integer, fractional, and negative indices—surds—binomial theorem with integer indices.

PLANE TRIGONOMETRY.

FIRST EXAMINATION.—Definitions—measurement of angles—trigonometrical functions—logarithms—use of logarithmic tables—formulae for the solution of right-angled triangles—heights.

SECOND EXAMINATION.—(*In addition to above*)—Four fundamental formulae, with the more useful formulae deduced from them—oblique-angled triangles—application to distances—description and use of theodolite and vernier.

NAVIGATION.

FIRST EXAMINATION.—General knowledge of "Mathematical Geography"—rhumb line—difference of latitude—departure—course—correction of courses—plane sailing—middle latitude sailing—mariner's compass—variation—deviation—leeway.

SECOND EXAMINATION.—(*In addition to above*)—Mercator's sailing—Mercator's projection and chart—the great principle of the chart, and in what its value consists—to determine a ship's place on the chart from her latitude and longitude, and *vice versa*—to find the course and distance between two places on the chart—to compute a day's run—great circle sailing—oblique sailing.

(This subject should be preceded by a course of plane trigonometry, and it should be taught only after a pupil has reached the sixth class.)

MECHANICS.

FIRST EXAMINATION.—Matter—different states—laws of Matter—natural forces—properties of bodies—momentum—equilibrium—action and re-action—composition and resolution of forces—lever, different kinds of—human arm as a lever—pulley—relation of P to W in lever and pulley—centre of gravity—toy figure explained—conditions to be satisfied by a balance—delicacy of balance—how obtained—double weighing.

SECOND EXAMINATION.—(*In addition to above.*)—Absolute unit of force—unit of work and horse power—systems of pulleys—wheel and axle—inclined plane—wedge—screw—relation of P to W in each—laws of motion—accelerated motion—laws of falling bodies—water hammer—feather and penny experiment—Attwood's machine—pendulum—terrestrial gravitation and the causes which modify it.

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Rules and
Regulations
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sioners.

HYDROSTATICS AND PNEUMATICS.

FIRST EXAMINATION.—Pressure of non-elastic fluids—laws of pressure—bursting of rocks by pressure of small quantity of liquid. Hydrostatic paradox—Bramah's press—pressure of air—Magdeburg hemispheres—tumbler and card experiment—elasticity—air gun—barometer—construction of—specific gravity of solids—liquids—gases, how determined—pumps—suction pump—force pump—air pump—conveyance of water across valleys—siphon.

SECOND EXAMINATION.—(*In addition to above.*)—Expansion of gases—Boyle and Mariotte's law—pressure supported by a body immersed in a liquid—hydrostatic balance—specific gravity bottle—Nicholson's hydrometer—conditions of equilibrium of floating bodies—Cartesian diver—swimming—capillary phenomena—endosmose and exosmose—Torricellian vacuum—determination of heights by the barometer—aneroid barometer—balloons—parachute.

LIGHT AND SOUND.

FIRST EXAMINATION.—(1.) LIGHT.—Undulating and emission theory—how objects are seen—intensity of light—law of inverse squares—velocity of light, how determined—shadows and penumbra—laws of reflection—mirrors—formation of images by plane mirrors—use of concave mirrors in lighthouses—analysis of light—photometers.

(2.) SOUND.—Sound waves, nature of them—density and elasticity of air, how affected by heat—velocity of sound through air, how determined—calculation of distance by light and sound—velocity of sound through water—law of inverse squares as applied to sound—reflection of sound—echo—whispering galleries.

SECOND EXAMINATION.—(*In addition to above.*)—(1.) LIGHT.—Kaleidoscope—concave spherical mirrors—meaning of term axis—principal focus—centre of mirror—refraction of light, illustrations of—different kinds of lenses—course of a ray of light through a converging and a diverging lens—optical structure of the eye and the condition of distinct vision—use of spectacles—solar spectrum—rainbow—stereoscope—magic lantern.

(2.) SOUND.—Structure of the ear—difference between music and noise—musical notes—pitch and intensity—various methods of producing musical sounds—laws of vibrations of strings and use of sound boards—laws of vibration of columns of air in pipes—ear trumpet—speaking trumpet.

HEAT AND THE STEAM ENGINE.

FIRST EXAMINATION.—1. HEAT.—Theories as to the nature of heat—effects of heat—radiation—convection—conduction—good and bad conductors—metallic surfaces—when to be bright and when rough—absorption and transmission of heat—thermometers, how constructed—determination of the fixed points—expansion of solids—compensation pendulums—maximum density of water—freezing of deep and shallow water—salt and fresh water—vapour—dew—clouds.

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sioners.

2. STEAM ENGINE.—Properties of steam—how produced—unit of heat—history of steam engine—Savary's engine—Newcomen's engine—difference between high and low pressure engines—horse-power.

SECOND EXAMINATION.—(*In addition to above*).—1. HEAT.—Differential thermometers—maximum and minimum thermometers—expansion of solids—of liquids—of gases—ventilation of mines and buildings—specific heat—how illustrated by experiment—latent heat and sensible heat—trace the successive effects of heat applied to ice below the freezing points till converted into steam—cooling effects of evaporation—how exemplified in different regions on the earth's surface—effects of specific heat of water on climate—freezing mixtures.

2. STEAM ENGINE.—Watts' single acting engine—oscillating engine—fly-wheel—parallel motion—eccentric—governor—propulsion of vessels by means of (1) paddlewheel—(2) screw—computation of the horse-power of an engine.

PHYSICAL GEOGRAPHY.

FIRST EXAMINATION.—Distribution of land and water—zones—climates—temperatures. Mountains—table lands—plains—deserts.

SECOND EXAMINATION.—Rivers—lakes—tides and currents—atmosphere, its properties and uses—reflection—refraction—evaporation—clouds—rain—dew—hail—winds, three kinds of—hurricanes—cyclones—typhoons—hot winds—distribution of plants and animals—relation of horizontal and vertical distribution—different races of men and how distributed.

MAGNETISM AND ELECTRICITY.

FIRST EXAMINATION.—1. *Magnetism*.—Natural and artificial magnets—magnetic poles—theories of magnetism—magnetic induction—coercive force—explain experiments with iron filings, and with broken magnet.

2. *Frictional Electricity*.—History and general nature of—development by friction—electrical machines—conductors and non-conductors—two kinds of electricity, and how related to each other—Franklin's discovery.

3. *Dynamical Electricity*.—History of—different names for—Voltaic couple—explanation of action—origin of currents—simple experiments to show the existence of electric currents—Volta's pile.

SECOND EXAMINATION.—(*In addition to above*).—1. *Magnetism*.—Mariner's compass—terrestrial magnetism; inclination—declination—magnetic intensity—magnetic equator and poles—magnetization—magnetic battery.

2. *Frictional Electricity*.—Best insulators—distribution of electricity—tendency to accumulate on corners and points, and to escape from them—induction—condensers—description of the Leyden jar as a condenser—electroscopes—thunder and lightning—lightning conductors.

3. *Dynamical Electricity*.—Different methods of originating the voltaic current—Smee's battery—galvanometer—electric telegraph—chemical effects of the current—decomposition of water by the current.

BOTANY.

FIRST EXAMINATION.—General structure of a flowering plant—distinction between flowering and flowerless plants—ascending and descending axis—functions of the several parts—root—stem—leaf—stipules—inflorescence—germination of bean—grain of wheat—three great classes of plants, with the characters of each—description of daisy, pea, primrose, and lily.

SECOND EXAMINATION.—(*In addition to above.*)—Vascular and cellular *Appendix A.*
 plants—various tissues of plants—various forms of root, stem, leaf, *Rules and*
 inflorescence, flower, fruit—cohesion, adhesion, and suppression of *Regulations*
 various parts of the flower—characters of ranunculaceæ—cruciferae—*of Commissioners.*
 leguminosæ—rosaceæ—umbelliferae—labiata. Description and classification
 of the following plants:—Wheat; clover; rice; Indian corn;
 turnip; rhubarb; cucumber. Description of the following vegetable
 products, with the names and classification of the plants which
 yield them:—Opium—cotton—mustard—sugar—chocolate—tea—coffee
 —starch—jute—flax—cinnamon—pepper—galls—quinine.

ANIMAL PHYSIOLOGY AND ZOOLOGY.

FIRST EXAMINATION.—*Animal Physiology.*—(a.) General build of the
 human body—human skeleton—names and position of the principal
 bones—composition of bone. (b.) Circulation of the blood—the heart
 and blood vessels—course of the circulation—valves of the heart—aorta
 —composition of the blood. (c.) Respiration—changes in the blood—
 venous blood—arterial blood—the lungs and their appendages—changes
 in respired air—mechanical movements of respiration—animal heat.

Zoology.—Characteristic differences between plants and animals—
 divisions of the animal kingdom—classes of the vertebrates.

SECOND EXAMINATION.—(*In addition to above.*)—*Animal Physiology.*—
 Digestion—mastication—teeth—the pharynx—stomach—intestines—
 secretion and excretion—liver—pancreas—the skin and its functions—
 the senses—organs of the senses—structure and movements of the eye—
 ball—structure of the ear—animal mechanics.

Zoology.—A complete knowledge of the characteristic features of the
 sub-kingdoms, and classes of the animal kingdom—modification of the
 vertebrate skeleton in birds, reptiles, amphibia, and fishes—general
 nature of the skeleton or hard parts in the several groups of inverte-
 brate animals—general form and nature of the organs of digestion,
 circulation, and respiration in the various classes of animals.

INORGANIC CHEMISTRY.

FIRST EXAMINATION.—Matter—simple and compound—divisions of
 elementary bodies—symbols and atomic weights of the ordinary elemen-
 tary bodies—to know the properties and mode of obtaining oxygen,
 hydrogen, and nitrogen—to know the chief properties and composition of
 water, air, ammonia, carbonic acid, muriatic acid, nitric acid, potash, and
 soda: and to give the chemical symbols for each—to understand the
 laws of chemical combination—allotropic modifications of elementary
 bodies—chemical affinity or force.

SECOND EXAMINATION.—(*In addition to above.*)—To understand the
 terms of chemical nomenclature and the use of the several prefixes and
 affixes employed—atomic weights and combining proportions—acids—
 alkalies—oxides—salts. To know the symbols and combining propor-
 tions of oxygen, hydrogen, nitrogen, chlorine, carbon, phosphorus,
 sulphur, silicon, iron, lead, mercury, sodium, potassium, calcium. To
 know the principal oxides, acids, and salts formed by the combination
 of these elements—to explain the ordinary experiments with oxygen,
 hydrogen, and chlorine.

GEOLOGY.

FIRST EXAMINATION.—(a.) Classes of rocks, aqueous, igneous, and
 metamorphic rocks—mode of formation of each—origin and composition
 of siliceous, argillaceous, calcareous, and carboniferous rocks—to be able
 to refer a specimen to its proper class. (b.) Agencies at work in
 wasting the land, and how they act—air—frost—ice—rain—rivers—the

- Appendix A.* sec. (a.) Movement of the earth's crust—central heat—volcanoes and earthquakes—mountain chains—anticlinal and synclinal curves—faults—dip and strike of strata. (d.) Definitions of common geological terms.
- Rules and Regulations of Commissioners.* SECOND EXAMINATION.—(*In addition to above.*)—(a.) Palaeozoic rocks—names and order of the chief subdivisions of this group—their distribution in the British Islands—leading fossils in the various groups. (b.) Coal—its nature, origin, and distribution—its position in the stratified series—ores of metals found in palaeozoic rocks, and their mode of occurrence—probable origin of lodes. (c.) Mesozoic rocks—names and order of the chief members of this group—their distribution in the British Islands—principal fossils in the various groups—origin of chalk, rock salt, and gypsum. (d.) Cainozoic rocks—subdivisions—distribution in British Islands—principal fossils—nature, origin, and distribution of the boulder clay or glacial drift—bone caves, and their contents—fossils of the drift.

XIII.

1885-6.

RULES FOR PAYMENT OF TEACHERS OF AGRICULTURAL SCHOOLS UNDER LOCAL MANAGEMENT.

SECTION I.

SCALE OF PAYMENT for PROFICIENCY of PUPILS in AGRICULTURAL KNOWLEDGE derived from the Introduction to Practical Farming, &c.

4th CLASS.—To answer intelligently on the subject of Crops and Cottage Gardening, as treated in the work, "Introduction to Practical Farming,"	s. d. 4 0
5th CLASS—1st Stage.—In addition to the course prescribed for Fourth Class, to answer intelligently on Live Stock, as treated in the Introduction to Practical Farming.	5 0
5th CLASS—2nd Stage.—In addition to the course prescribed for Fifth Class, First Stage, to answer intelligently on Part III. of Introduction to Practical Farming.	5 0
6th CLASS—1st Examination.—To answer intelligently on the Introduction to Practical Farming.	5 0
6th CLASS—2nd Examination.—For increased and superior proficiency in the Introduction to Practical Farming.	5 0

SECTION II.

SCALE OF PAYMENT for PRACTICAL PROFICIENCY of PUPILS as tested on the SCHOOL FARM and GARDEN.

From the 1st April, 1885, a teacher newly appointed to conduct a National School with an Agricultural Department, must possess a Certificate that he attended a course of agricultural instruction at the Albert Institution; or a Certificate of competency from some other authority, satisfactory to the Commissioners of National Education.

4th CLASS.—For a pass in a knowledge of the Crops grown on the Farm and of the modes of raising and saving them,	3 0
5th CLASS—1st Stage.—For a fair knowledge of the points of good Animals, and of the modes of feeding and managing those on the School Farm,	3 6
5th CLASS—2nd Stage.—For superior proficiency in same and in a knowledge of the crops raised in garden,	3 6
6th CLASS—1st Stage.—For proficiency in a knowledge of the use of improved implements and machines,	5 0
6th CLASS—2nd Stage.—For superior proficiency in same,	5 0

SECTION III.

SCALE OF PAYMENT FOR WELL-MANAGED SCHOOL FARMS
AND GARDENS.Appendix A.
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sioners.

	a.	d.
1. For a pass on the management of the Farm, including the course of Cropping, the mode of cultivation and the productiveness of the crops,	40	0
2. For a pass in the management of home-made Manure, taking into account, for sanitary as well as practical purposes, the position of the manure heap, the way the manure is preserved, and the quantity of it produced and available,	10	0
3. For a pass in Live Stock, taking into account the quality of the animals, their adaptability to the holding, and the mode of managing them,	20	0
4. For a pass in Farm Offices, their cleanliness, state of repair, and adaptability to the holding,	10	0
5. For the Cottage Garden, its aspect and enclosure, the suitability of the system of cropping to the wants of the country, and the productiveness of the crops,	20	0

The Results fees for Section I. of the foregoing Programme may be paid on the report of the District Inspector, a copy of whose marks will be sent to the Agricultural Superintendent for his information, who will give further examination should he deem such expedient, in literary knowledge of the subject. If the classes fail to pass satisfactorily in Section I., fees for Sections II. and III. may be withheld.

Examinations under Sections II. and III. may be conducted by the Agricultural Superintendent or such other officer as may be approved by the Commissioners.

The School Farm, where practicable, should contain not less than three statute acres.

About half an hour per day, as a general rule, must be devoted to Agricultural instruction of pupils, practical or theoretical. Pupils, however, are not to be employed on the Farm or School Garden during school hours, unless, at the discretion of the Teacher, during the time for recreation.

If no practical instruction is given on the Farm or Garden (Section II.) no fees are payable under Section III.

The fees accruing under Sections II. and III. are payable only to the Teacher who conducts the practical instruction (Section II.), and holds the Farm or Garden.

Every pupil who comes forward for examination must have made one hundred attendances in the School for the twelve months ending on the last day of the month preceding the examination in Section I.

XIV.

1885-6.

RULES FOR PAYMENT OF TEACHERS OF NATIONAL SCHOOLS
TO WHICH SCHOOL GARDENS ARE ATTACHED.

SECTION I.

SCALE OF PAYMENT FOR PROFICIENCY OF PUPILS IN AGRICULTURAL KNOW-
LEDGE derived from the Introduction to Practical Farming, &c.

	a.	d.
4th CLASS.—To answer intelligently on the subject of Crops and Cottage Gardening, as treated in the work, "Introduction to Practical Farming,"	4	0

Appendix A. Rules and Regulations of Commis- sioners.	5th CLASS—1st Stage.—In addition to the course prescribed for Fourth Class, to answer intelligently on Live Stock, as treated in the Introduction to Practical Farming,	s. d. 5 0
	5th CLASS—2nd Stage.—In addition to the course prescribed for Fifth Class, First Stage, to answer intelligently on Part III. of Introduction to Practical Farming,	5 0
	6th CLASS.—1st Examination.—To answer intelligently on the Introduction to Practical Farming,	5 0
	6th CLASS.—2nd Examination.—For increased and superior proficiency in the Introduction to Practical Farming,	5 0

SECTION II.

SCALE OF PAYMENT FOR PRACTICAL PROFICIENCY OF PUPILS
as tested on the SCHOOL GARDEN.

4th CLASS.—For a pass in a knowledge of the Crops grown on the School Garden,	2 0
5th CLASS—1st Stage.—For a superior knowledge of foregoing, a more extended examination,	2 0
5th CLASS—2nd Stage.—For further knowledge of foregoing, with a knowledge of the management of Swine and Poultry,	2 0
6th CLASS—1st Stage.—For increased proficiency in foregoing,	2 6
6th CLASS—2nd Stage.—For increased proficiency in foregoing, a more extended examination,	2 6

SECTION III.

SCALE OF PAYMENT FOR WELL-MANAGED SCHOOL GARDENS.

1. For the Cottage Garden, its aspect and enclosure, the suitability of its management to the wants of the locality, and the productiveness of the crops, 10 0
2. For a pass if Pigs, Poultry, or other Live Stock, of a proper description are well kept; for the mode of preserving the manure made from them; for the Offices—their suitability and condition, 5 0

Examinations under the foregoing programme are conducted by the District Inspector.

Every pupil who comes forward for examination must have made one hundred attendances in the School for the twelve months ending on the last day of the month preceding the examination.

About half-an-hour a day as a general rule must be devoted to agricultural instruction of pupils. Pupils are not to be employed on the School Garden during school hours, unless, at the discretion of the Teacher, during the time for recreation.

If no practical instruction is given to the pupils no fees are payable under Sections II. and III.

The fees accruing under Sections II. and III. are payable only to the Teacher who gives the practical instruction and holds the garden. *Appendix.*

If the classes fail to pass satisfactorily in Sect. I., fees for Sections II. and III. may be withheld. *Rules and Regulations of Commissioners.*

XV.

ALBERT NATIONAL AGRICULTURAL TRAINING INSTITUTION, GLASNEVIN, DUBLIN.

OBJECTS.—This Institution is designed to supply instruction :—

- (a) In the science and practice of Agriculture to the sons of farmers, to Agricultural Teachers, and others.
- (b) In the most improved systems of Dairying to young women, daughters of the Agricultural classes.

THE TRAINING INSTITUTION.—The Training Institution is situated on the farm. The buildings comprise dormitories, dining hall, lecture and school-room; museum, library, and laboratory; an extensive range of farm offices and dairies fitted up with improved machinery and implements.

THE FARMS AND GARDENS, which contain about 180 statute acres, are situated about three miles north of Dublin, and one mile from the Village of Glasnevin.

An area of 6A. 0R. 17P. (statute) is cultivated as a small Spade Labour Farm, with the view of exhibiting a proper system of cultivating the vast number of small farms in Ireland.

An area of 22A. 3R. 7P. has been set apart with a view of illustrating a system of farm management adapted to the circumstances of farmers whose holdings are large enough to give employment to one or two horses.

The remaining portion of the land forms the large farm. The arrangements for affording to the students as large an amount of information as possible upon every branch of the business of farming, including dairy husbandry, the fattening of cattle, the breeding and rearing of different kinds of live stock, the various operations of field culture, and the permanent improvement of the soil, are such as to place within their reach an opportunity of becoming acquainted with the details of practical agriculture.

The Gardens.—In order that the students should have an opportunity of acquiring a knowledge of horticultural pursuits, about three statute acres are set apart and cultivated as a kitchen garden. There are, also, a small conservatory, peach house, vinery, fruit and flower gardens, &c.

INSTRUCTION.—The course of instruction imparted by the Literary teacher embraces all the branches which constitute a sound English Education; namely, English Grammar and Composition, Arithmetic, Book-keeping, and Mathematics, Natural Philosophy, Land Surveying, Levelling and Mapping.

Each of the Lecturers of the Institution delivers a course of lectures every session. These lectures are illustrated by means of diagrams, collections of minerals, plants, &c., and chemical apparatus.

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sioners.

In order that the students may become fully acquainted with improved practical husbandry, they are called upon to take part, for a limited time, in the performance of every farm operation—the feeding and management of live stock, &c. They are also made practically acquainted with the uses of a large collection of improved farm implements and machines. There are two Terms or Sessions, of four months each, in the year.

ADMISSION.—Four classes are admitted to the Institution—

I.—Free Intern or Resident Students, who are boarded, lodged, and educated at the public expense, and who are admitted twice a year by competitive examination. These Competitive Examinations take place in July and December.

These free places are open to all well-conducted young men throughout the country.

Some respectable person must certify (1) that the candidate's age is not under 17 years; (2) that he possesses the necessary health and physical capacity for farming; and (3) that he is of good moral character and possesses the required literary attainments, industrial habits and tastes.

The young men nominated for competition are required to attend an examination in the subjects specified in the programme, held in their respective districts on some fixed day prior to the opening of each session. A number of the best answers is chosen, and submitted to a second competitive examination at Glasnevin.

Students admitted to the Institution must defray their own travelling expenses.

II.—Paying Intern Students.—A limited number of whom are admitted on the following conditions:—

They must possess sufficient literary acquirements to enable them to profit by the lectures of the various Professors. Accordingly, candidates will be required to pass a fair examination in the following subjects:—

To read and spell with tolerable correctness the words of an easy lesson and explain the meaning; to know the parts of speech, and write easy sentences from dictation; to write on paper a fair hand; to know the first four rules of arithmetic, and work easy sums in them; to know the general outlines of the Maps of the World, Europe, and Ireland.

Each candidate must submit, for the information of the Commissioners of National Education, an application paper duly signed by some respectable person who has known him, setting forth his age—which must not be under 16 years—and full particulars as to the school or schools where he received his previous education.

The Fee for each Session is £7 10s.

This payment includes the cost of instruction, board, lodging, washing, and medical attendance.

A student whose conduct has been satisfactory may enter upon a second Term and such additional Sessions as may be necessary for his training.

The Commissioners will not admit any candidate who may have been expelled from a school or college for bad conduct.

Any paying student who shall leave of his own free will before the expiration of the Session, or who shall be removed for misconduct, will be liable to forfeit the fee for the remainder of that Session.

Paying students must conform to all the regulations for the discipline of the establishment. They must take part in all the farm operations. They take their meals at the same table with the free students, sleep in the same dormitories, and receive the same treatment in all respects.

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sioners.

The paying students whose conduct is satisfactory will be allowed to compete among themselves each session for a limited number of free places—one free place being reserved for every *five* paying students.

Students of the above classes (free and paying students) are required to provide themselves on entering the Institution with two suits of clothes (a strong working suit and a Sunday suit), four towels, two night shirts, a pair of slippers, a hair brush and comb, tooth brush, and other necessary articles.

Candidates seeking admission to the Institution should either have had the small-pox, or have been successfully vaccinated.

Each student on entering the Institution will be required to lodge £2 for necessary repairs to clothing, &c.; any portion of this money not expended will be refunded to him on his leaving the Institution.

III.—*Extern Students.*—Young men who board and lodge at their own expense in the neighbourhood are permitted to partake of the advantages of the Institution on the following terms:—

1. That while at the Institution they shall be treated in every way like the resident class.
2. That they attend punctually, with the Intern Students, all the lectures delivered at the Institution.
3. That they be amenable to the rules and regulations.
4. That each shall pay, in advance, a fee of £2 a Session.

No specified time is set apart for the training of students of this class.

IV. *THE DAIRY SCHOOL.*—The Commissioners of National Education have the co-operation of the Royal Dublin Society in carrying out some of the details of this Department.

Dairy Pupils (females) are admitted to the Institution for instruction in Dairy management.

The First Session of Six Weeks commences in the middle of January.

During the Dairy Sessions women only are admitted as pupils.

In the Institution they will at all times be under the supervision of an experienced Matron.

The Commissioners do not defray the travelling expenses of Dairy Pupils.

The course of training will embrace:—

- I. Instruction in the principles of feeding cows, calves, pigs, and of the treatment of milk and its products, poultry, and their management.
- II. *THE PRACTICE OF DAIRYWORK.* The making of butter and cheese in large and small dairies with improved machinery and implements as well as by ordinary appliances.
- III. Such other subjects as may be determined by the Commissioners of National Education.

Appendix. Prizes for proficiency at the end of the Course will be awarded upon a scale to be hereafter determined.
Rules and Regulations of Commissioners. The fee for the Session of Six Weeks is £3. This fee covers the expense of board, lodging, washing, and medical attendance.

As the Pupils will take part in the work of the Dairy they will be required to bring to the Institution a serviceable dress, aprons, &c., which should be of plain washing material. In addition to their dress, &c., Dairy Pupils must bring four towels, a pair of slippers, hair brush and comb, tooth brush, and other necessary articles.

Some respectable person must certify that the applicant is of good moral character, and she must produce a medical certificate that she is in health and free from any cutaneous disease.

Each Student who deserves it will receive a Certificate, bearing testimony to general conduct and proficiency in studies.

V.—TEACHERS.—Teachers of National Schools with farms or gardens attached, or who may expect to be able to get land for a small farm or a garden, and who are effective in the discharge of their duties, are selected for a course of instruction extending over six weeks, to enable them to become acquainted with the practice and science of agriculture, and to acquire a thorough understanding of any special treatise sanctioned as a class book in agriculture by the Commissioners.

During the attendance of a Teacher at the Albert Institution, for a six weeks' course of instruction in agriculture, salary and results fees will be allowed to the Teacher for the period, provided (a) his school is kept open by an assistant or other competent person, or (b) is closed by the Manager for the ordinary summer vacation during such period. In the latter case the limit of vacation within the year would be extended by a fortnight—Rule 112, p. 35.

Teachers admitted to the Institution are provided with board, lodging, washing and medical attendance *gratis*, and receive their actual travelling expenses.

PROGRAMME OF ENTRANCE COMPETITIVE EXAMINATION FOR FREE AGRICULTURAL PUPILS.

Reading.—Any passage selected in the Fifth Book of Lessons.

Writing.—Candidates are expected to write a legible hand with facility.

Spelling.—Tested by writing from dictation any passage selected from the Fifth Book of Lessons.

Grammar.—Parsing sentences in Fourth Book of Lessons.

Geography.—The general outlines of Mathematical and Local Geography.

Arithmetic.—Fractions, Simple and Compound Proportion, Practice, and Interest.

Book-keeping.—The Board's Text Book on the subject.

Mathematics.—The First and Second Books of Euclid, and the Men- *Appendix A.*
 suration of Superficies.

Agriculture.—The Agricultural Text Books published and sanctioned *Rules and Regulations of Commis-*
 by the Board. *sioners.*

XVI.

QUALIFICATIONS REQUIRED OF PUPIL-TEACHERS IN MODEL SCHOOLS, AT ENTRANCE, TERMS OF THEIR ADMISSION, COURSE OF TRAINING, AND GENERAL TREATMENT.

I. (a.) The number of Pupil Teachers to be admitted to each Model School depends upon the accommodation provided for them, or the educational facilities available for their preliminary training. (b.) Candidates must be prepared for examination in the course prescribed for second examination of Sixth Class.

II. (a.) Pupil Teachers are admitted for one year's service, but may be continued for a second year. (b.) After the completion of their first year of service, on passing a satisfactory examination in the course for Third Class Teachers, Pupil Teachers, if of sufficient age, will be placed in Second Division of Third Class; and after completion of a second year of service they will, on same condition, be promoted to First Division of Third Class.

III.—Candidates selected for Office of Pupil-Teacher should, as a rule not be under sixteen, or above twenty years of age; they must be of a sound and healthy constitution, and free from any physical or mental defect at all likely to impair their usefulness as Teachers. They should also be furnished with a Medical Certificate, and with a Certificate of character from the Clergyman under whom they have been brought up.

IV.—A sum of £1 10s. per quarter may be awarded to each Pupil-Teacher retained for a second year, provided he be favourably reported on as to his conduct, proficiency in study, &c., by the District Inspector. At the end of first year he will be awarded a gratuity not exceeding 30s. if recommended by Inspector.

V.—In the District Model Schools Pupil-Teachers are lodged and boarded at the expense of the Commissioners, their dietary being prescribed by the Board. Pupil-Teachers are not boarded in Minor Model Schools, but they receive a salary of £26 per annum with the gratuities and allowances specified in Section IV.

VI.—Pupil-Teachers will be granted actual travelling expenses when first entering the Model Schools and on finally leaving them; also, for going home and returning at the time of Midsummer and Christmas Vacations; but if the expenses of going and returning at Christmas exceed 30s., the excess will not be allowed.

VII.—The Commissioners grant books to the amount of 10s. to Pupil-Teachers on joining Model Schools, which they are free to take with them at the close of one year.

VIII.—The examination and selection of Candidates are made by the Head and District Inspectors—and to these Officers communication should be made by all parties seeking admission into these Institutions.

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sioners.

XVII.

MODEL NATIONAL SCHOOLS, MARLBOROUGH-STREET.

The Model Schools, Marlborough-street, consist of ten distinct departments, each under its own special organization, and are designed to exhibit the most approved methods of conducting National schools, and to afford to the Teachers in training in the Board's Training College an opportunity of practising the Art of Teaching daily under the Professors of Training, and Teachers of the Model Schools.

The salaries of the Principal and Assistant Teachers are paid according to special rates approved by the Lords of Her Majesty's Treasury.

These Teachers, in addition to their salaries, receive results fees and a portion of the school fees. The Pupil Teachers and Monitors are paid at the same rates as those who serve in the other model schools. See Rules 210 to 215, p. 54.

XVIII.

CONDITIONS to be COMPLIED with by TEACHERS SUMMONED for ADMISSION to the MARLBOROUGH-STREET TRAINING COLLEGE under the MANAGEMENT of the COMMISSIONERS (see Rules 146-149).

Teachers and Assistant Teachers of National Schools, admitted for the One Year's Course, will continue to receive their salaries and results fees while in training* if they have competent substitutes. Substitutes for Teachers in training are to make their own terms with the Managers and the Teachers whom they represent as regards remuneration for their services, and have no claim on the Commissioners. A Substitute should possess the qualifications of a third class Teacher, and should, as a rule, have completed his or her eighteenth year.

The arrangement between the recognised Teacher and his Substitute should be made in writing, and sanctioned by the Manager, as, in the event of any dispute arising, the Commissioners will not interfere. Should the substitute prove unqualified or otherwise ineligible, the Commissioners will not pay any salary to the recognised Teacher.

The name, age, and competency of the Substitute are to be communicated to the Commissioners.

Admission may be refused to any person who has not given an affirmative reply to the summons within the time specified thereon.

The Teacher must produce a Medical Certificate of sound health, of freedom from physical infirmity, and of having been vaccinated or of having had the small-pox.

No Candidate who has not been vaccinated, or has not had the small-pox, can be admitted. The Medical Attendant of the Board's Training Houses strongly recommends that every candidate for admission to training should be re-vaccinated if not vaccinated within the previous seven years.

Teachers presenting themselves in a delicate state of health, or affected with any cutaneous disease, cannot be admitted, and may have to return home at their own expense.

Teachers receive their board and lodging free of cost during the

* The same privilege as regards the employment of substitutes while in training, is allowed to Teachers of National Schools, admitted for a year's training to recognised training colleges under local management. See Rule 149A, XXII. (j.)

period of training, and 1s. per week for pocket money. They will also receive their actual travelling expenses to and from Dublin, at the rate, if by rail, of second class carriage fare for females, and third class carriage fare for males, to which will be added 2s. for dinner if the journey occupies more than eight hours. Ordinary public cars (if available) are to be used when necessary. Ordinary cab fare for city travelling.

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of Commission-
ers.

Teachers obliged to travel to a railway station, are expected to do so by the ordinary public coach or car.

Each Female Teacher must be provided with a sufficient supply of respectable clothing, including night dresses—all washing apparel to be plainly marked (the name in full)—and also with a pair of house shoes, a hair brush and comb, and a tooth brush.

Each Male Teacher must have a sufficient supply of respectable clothing, and must bring with him an outside coat, a pair of house shoes, an umbrella, and at least four shirts, four pairs of stockings, four pocket-handkerchiefs, and two flannel vests (if worn). Each Teacher must have his washing apparel plainly marked (the name in full). He must bring with him a hair brush and comb, and a tooth brush.

While in training in the Board's College the Teachers have opportunities afforded them of receiving religious instruction from their respective pastors, who may attend at the establishment at convenient times appointed for the purpose. On Sundays the Teachers are required to attend their respective places of worship, and a vigilant superintendence is at all times exercised over their moral conduct.

The Commissioners of National Education have made provision in their Training Establishment for three classes of Students, namely:—

First—Students entering for a One Year's Course.

Second—Students entering for a Two Year's Course.

Third—Students entering for Extern Class.

N.B.—Each Student supported by the Commissioners will be required to sign a form of declaration that he or she intends to adopt and follow the profession of Teacher.

Before leaving, the Teacher should instruct the Substitute in the method of keeping the school accounts, and should deliver to the Manager an inventory of the free stock and other requisites in the School.

DECLARATION TO BE SIGNED BY NATIONAL TEACHERS OR CANDIDATE TEACHERS BEFORE ADMISSION TO TRAINING IN THE TRAINING COLLEGE OF THE COMMISSIONERS AT MARLBOROUGH STREET.

I, _____, do hereby declare that in entering the Training Establishment my intention is to qualify myself for the office of National Teacher; and I engage with the Commissioners of National Education, provided my health permits, to complete a _____ residence in that Institution, and to conform in all respects to its Rules and Regulations.

I also undertake, at the expiration of this period, to adopt and follow the profession of a teacher in a National School or Training College, or in the Army or Navy, or (in Ireland) in Poor Law Schools, certified Industrial Schools, or certified Reformatories. Should I fail to carry out this undertaking, I hereby declare myself liable to be called upon by the said authorities to pay a sum of £50.

Signed _____

Address _____

Witness _____

Date _____

Managers of Training Colleges under local management will have to require Queen's Scholars to make a similar Declaration.

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sioners.

XIX.

RE-PAYMENTS to be MADE by TEACHERS TRAINED at the PUBLIC
EXPENSE ENTERING the CIVIL SERVICE.

The Lords of Her Majesty's Treasury have applied the Rule enforced in England for many years past—that teachers trained at the cost of the State shall repay the cost of their training before they are allowed to enter the Civil Service. The rule is—

"(a) Pupil teachers, or those who have been so, for each £26 will have to pay £8 13s. 4d. or a less sum in proportion. (b) Persons admitted as Queen's scholars to a Training College will have to repay the amount expended by the State upon their training. (c) The sums to be severally reducible by one-thirtieth for each year served after the end of the training in elementary schools for the poor."

XX.

CONDITION as to the AVERAGE ATTENDANCE required for the ap-
pointment of ASSISTANTS and MONITORS in NATIONAL SCHOOLS.

Average daily Attendance.			In addition to a Principal.*	
			Assistants.	Monitors.†
35	but under	50	—	1
50	"	70	—	2
70	"	105	1	2
105	"	120	2	2
120	"	140	2	3
140	"	155	3	3
155	"	175	3	4
175	"	190	4	4
190	"	210	4	5
210	"	225	5	5
225	"	245	5	6
245	"	260	6	6
260	"	280	6	7
280	"	295	7	7
295	"	315	7	8
315	"	330	8	8
330	"	340	8	9
340	"	365	9	9
365	"	385	9	10
385	"	400	10	10
400	"	420	10	11
&c.		&c.		

N.B.—*Workmistresses are not taken into account in this Table.*

The above scale applies to appointments to assistantships made since 14th May, 1879.

* In schools where Assistants having vested interests under the old scale of averages are employed, the number of Monitors will be diminished according to the excess in the number of Assistants over the number available per the above scale.

† The numbers specified in this column relate only to the appointment of Monitors. When once appointed, Monitors, if properly conducted and efficiently instructed, will be allowed to complete their period of service (see Rule 180).

These Regulations apply only to ordinary National schools, and Convent and Monastery schools taught by classified teachers who receive class salaries. Appendix A.
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of Commis-
sioners.

Where the teachers are paid according to capitation, the following scale shows the maximum number of monitors that can be sanctioned by the Board.

Average attendance—

35 but under 50 . 1 monitor.	110 but under 140 . 4 monitors.
50 " 80 . 2 monitors.	140 " 170 . 5 monitors.
80 " 110 . 3 monitors.	&c., &c.

XXI.

INSTRUCTIONS to MANAGERS of NATIONAL SCHOOLS as to method of paying TEACHERS' SALARIES.

1. Managers of National Schools are informed that, with a view to facilitating payment of salaries to National Teachers, the Lords of Her Majesty's Treasury have, with the concurrence of the Post Office Department and the Commissioners of National Education, appointed the use of a Form to supersede both the Post Office Money Order and the Receipt Form, previously in use.

2. A supply of the form, sufficient for the wants of the school should be applied for, and a due reserve kept on hands. It is also of much importance that those forms be kept in safe custody, and used only as required when the times of salary payments come round.

3. When forwarding the forms to the Education Office for authorization of payment, care should be taken *not to attach them* by means of gum or other adhesive matter to the accompanying Quarterly Return, or to an enclosing envelope, should such be used, lest the forms should become mutilated in the opening, and thus be rendered invalid.

4. When a number of the forms are forwarded for the same school they should be pinned together.

5. It is also requested that Managers will see, before certifying the Quarterly Returns, that the NAME OF THE MONEY ORDER OFFICE at which the salary is to be paid, is entered thereon, and that it corresponds with the name entered at part 1 of the application form.

6. In case there are more teachers than one to be paid, and that some particular payment is to be made at a money order office not in the locality of the school (as may occur when a teacher has gone to another school), such office should be indicated on the Quarterly Return as well as on the application form.

7. The form is called "Teachers' Money Order."

8. Should any manager fail to receive back the form, authorized for payment, on the 15th day after the close of the quarter, he should then, but not earlier, inform the Office of its non-arrival, giving name and roll number of school, name of teacher, and of money order office, when the matter will be forthwith investigated.

9. In cases of Gratuities and Results fees, &c., the amounts of which are always determined in the Education Office, Money Orders will be drawn in the office and will be thence issued for payment.

Appendix.

XXII.

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sioners.

DECLARATION to be made by the WIDOWS or NEXT of KIN of DECEASED PERSONS who have died intestate, or on behalf of whom Letters of Administration have not been taken out, and whose Assets at the date of their Decease did not exceed the value of One Hundred Pounds.

I ⁽¹⁾ ———, do solemnly and sincerely declare that I am the ⁽²⁾ ———, and next of kin of ⁽³⁾ ———, and that I am entitled to receive the balance of ⁽⁴⁾ ——— due to him on ——— day of ———, 188—, which was the day of his death. And I further declare that the total value of the assets of the deceased, including the ⁽⁵⁾ ——— due to him at the date of his death, does not exceed the value of One Hundred Pounds; and I certify that the death-bed and funeral expenses of the deceased have been discharged. And I make this solemn Declaration, conscientiously believing the same to be true.

Declared before me, this ——— | (Signature of Claimant) ———
day of ———, 188—, | Address ———
——— Magistrate of ———, or Clergyman of ———.

We do certify that we personally know the above subscribing ⁽¹⁾ ———, and believe what she or he has stated is true.

⁽²⁾ ——— } Inhabitants and Householdiers of the
——— } Parish of ———.

I certify that ⁽³⁾ ——— and ——— are Inhabitants and Householdiers of this Parish.

———, Clergyman of the Parish of ———.

⁽⁴⁾ Name of Claimant. ⁽⁵⁾ Pay or Pension.
⁽⁶⁾ Degree of Relationship. ⁽⁷⁾ Signatures of two Inhabitants of the
⁽⁸⁾ Name and Rank of Deceased. Parish.
⁽⁹⁾ State whether Pay, Pension, &c. ⁽¹⁰⁾ Names of ditto ditto.

PRECEDENCY of RELATIVES, whose Claims to the Arrear will be considered in the cases stated above.

1st. Widow or Child. | 3rd. Mother.
2nd. Father. | 4th. Brother or Sister.

N.B.—The Declaration on this Form (which has been provided by the Lords of Her Majesty's Treasury) must be made before a magistrate, or, before any clergyman who is not the Manager of the School where the amount claimed was earned.

COPY OF FORM of "Undertaking," on the signing of which by Manager (of school) or other responsible person, amount due by the Commissioners to a deceased teacher may be paid to a person who had been named by such Teacher.

I hereby request the Commissioners of National Education to pay to the sum of ——— being ——— due to ——— up to the time of his death, in compliance with his wish as expressed in the document dated ——— and signed by him in the presence of ——— and in consideration of such payment to ——— I undertake to indemnify and bear harmless the said Commissioners of National Education in the event of their being called upon or being obliged to pay such ——— to any other party.

Date, ———

(Signed)

XXIII.

HALF-TIME PUPILS ATTENDING NATIONAL SCHOOLS.

The Commissioners having had under consideration the case of factory children who attend National Schools for half time, have decided that the following attendances qualify such pupils for presentation for fees to the teachers at the annual results examinations, viz. :—

- 200 days of 2 hours a day.
- 135 days of 3 hours a day.
- 100 days of 4 hours each day.
- 80 days of 5 hours each day.
- 66 days of 6 hours each day.

The teachers shall adopt such a system of marking half-time pupils who attend for more than four hours, as will afford a means of check on the accuracy of the records.

XXIV.

RESULTS FEES.

Under the ordinary regulations, Results Fees are payable as follows:

- (a.) To Schools in Contributory Unions (under the Act 38 and 39 Vict., cap. 96), the full amount in the proportion of two-thirds from the Imperial grant, to one-third contributed from the local rates.
- (b.) To Schools in Non-Contributory Unions, one-third only of the full amount that would be payable if Schools were in Contributory Unions.

RESULTS FEES CONTINGENT ON LOCAL AID.

The Commissioners of National Education have received the sanction of the Lords of Her Majesty's Treasury to the payment of Contingent Results Fees to Schools situated in Non-contributory Poor Law Unions, on the following principle :—

- (a.) If the Local Aid equals the Contingent Moiety, the entire of such moiety will be payable.
- (b.) If the Local Aid falls short of the Contingent Moiety, only a part of such moiety equivalent to the Local Aid will be payable.

This concession has been secured on the understanding that the efforts to develop adequate and liberal local contributions will not be relaxed. The Commissioners trust that the Managers of Schools will endeavour to stimulate local effort, bearing in mind that the grants of salary and Results Fees are only in aid of the incomes of the Teachers, and are not intended to supersede the contributions of the localities.

The Certificate which the Teachers and Managers are called upon to make is intended to insure that the amount to be locally provided by the Managers of the Schools shall be *in cash*, and that it shall be *bona fide* raised and paid to the Teachers within the Results Period.

Should it appear in any case that the amount was provided by the Teacher himself, or that it was advanced by the Manager or any other person with an understanding that he was to be recouped by the Teacher, the Commissioners would regard such a proceeding as a violation of the conditions under which the grant is made.

Appendix.

Rules and Regulations of Commissioners.

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sioners.

In furnishing their Results Reports, Inspectors are required to certify as to the amount of Local Aid received (in cash) by the School Staff of each School during the Results period, and duly recorded in the Report Book.

In case of an Evening school, attached to a Day school, if the local contributions specified on Day School Return are sufficient to meet conditions for both Day and Evening school, Results Fees first and second moieties may be paid.

The amount of Local aid required in Schools situate in Non-Contributory Poor Law Unions is regulated, not by the Results Fees accruing, but by the Results Fees allowed and payable.

FORM OF APPLICATION FOR ADDITIONAL RESULTS FEES CONTINGENT ON LOCAL AID.

Name of School, _____ Roll No. _____ District No. _____
County, _____ Poor Law Union, _____

CERTIFICATE OF PRINCIPAL TEACHER OF LOCAL AID RECEIVED IN CASH.

I hereby certify—

(1.) That the School pence actually received in *Cash* from the pupils of this School within the _____ *Months, ended the _____ day of _____ 188 —, are correctly set forth in the School Account Books and Summary Roll, and amount in the total to £ : :

(2.) That the Subscriptions and Donations actually paid in *Cash* to the Teacher or Teachers within the _____ *Months aforesaid, are also correctly entered in the School Account Books, and amount in the total to £ : :

(3.) That neither directly nor indirectly have I myself, or any Assistant of the School, subscribed anything towards the School pence or towards the Subscriptions and Donations above stated, or made any arrangement with any person to recoup him the amount he may have subscribed or paid; and that the Returns now made are strictly true.

N.B.—Value of Free Residence or of payments in kind is not to be included in this Return.
*Enter here the number of months included in the Results period.

Date, _____

Signature, _____

CERTIFICATE OF MANAGER.

I hereby certify that I have examined and verified the above Returns, and that I believe that they are accurate and true.

Date, _____

Signature, _____

CERTIFICATE OF INSPECTOR.

I believe the Returns herein made by Teacher are correct.

Date, _____

_____ District Inspector.

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sioners.

XXVI.

SCALE OF PAYMENTS TO MONITORS PREVIOUS TO 1ST APRIL, 1881.

Scale of salaries for paid Monitors appointed previously to 1st April, 1881, when the new scale was introduced :—

		Third Class Monitors.	Second Class Monitors.	Second Class Monitors. 2nd term of three years.	First Class Monitors.	
					Males.	Females.
		£	£	£	£	£
For first year,	.	4	6	10	14	12
" second year,	.	4	8	10	17	15
" third year,	.	4	10	10	20	18

SCALE OF PAYMENTS TO MONITORS FROM 1ST APRIL, 1881.

(Rule 176).

		Males.	Females.
For first year,	.	£5	£5
" second year,	.	6	6
" third year,	.	8	8
" fourth year,	.	12	10
" fifth year,	.	18	16

XXVII.

FREE STOCK.

Scale of Grants made to new Schools, &c.

Class.	Average Attendance.	Amount of Free Grant.			Class.	Average Attendance.	Amount of Free Grant.			Amount to be per- chased as Sale Stock.
		£	s.	d.			£	s.	d.	
1	50 Children or under,	4	0	0	16	401 to 425	11	10	0	3 0 0
2	51 to 75	4	10	0	17	426 to 450	12	0	0	5 0 0
3	76 to 100	5	0	0	18	451 to 475	12	10	0	3 0 0
4	101 to 125	5	10	0	19	476 to 500	13	0	0	5 0 0
5	126 to 150	6	0	0	20	501 to 525	13	10	0	3 10 0
6	151 to 175	6	10	0	21	526 to 550	14	0	0	3 10 0
7	176 to 200	7	0	0	22	551 to 575	14	10	0	3 10 0
8	201 to 225	7	10	0	23	576 to 600	15	0	0	3 10 0
9	226 to 250	8	0	0	24	601 to 625	15	10	0	4 0 0
10	251 to 275	8	10	0	25	626 to 650	16	0	0	4 0 0
11	276 to 300	9	0	0	26	651 to 675	16	10	0	4 0 0
12	301 to 325	9	10	0	27	676 to 700	17	0	0	4 0 0
13	326 to 350	10	0	0	28	701 to 725	17	10	0	4 0 0
14	351 to 375	10	10	0	29	726 to 750	18	0	0	4 0 0
15	376 to 400	11	0	0	30	751 to 775	18	10	0	4 0 0
					31	776 to 800	19	0	0	4 0 0

XXVIII.

THE CARLISLE AND BLAKE PREMIUMS.

1. The Commissioners of National Education are empowered to allocate to the teachers of ordinary National Schools* the interest accru-

* Teachers of Model Schools, Convent Schools, or other special Schools not eligible for his premium.

ing from the Private Bequests' Fund in annual premiums, to be called *Appendix*
 "The Carlisle and Blake Premiums."

2. Three premiums, the first of £7, the second of £6, and the third of £4, will be awarded to the most meritorious teachers of the group of School Districts under the superintendence of each of the six Head Inspectors. *Rules and Regulations of Commissioners.*

3. There will thus be six premiums of the first class, six of the second class, and six of the third class, to be awarded annually.

4. Each District Inspector, at the commencement of the results year, shall recommend the teacher whom he considers most eligible to compete for these premiums, on the grounds of general efficiency and usefulness, regard being had to the following provisions :—

- (a.) That the average attendance and the regularity of the attendance of the pupils are satisfactory.
- (b.) That a fair proportion of the pupils have passed in the higher classes.
- (c.) That, if a boys' or mixed school, taught by a master in a rural district, agriculture is fairly taught to the boys of the senior classes; and, if a girls' school (rural or town), needlework is carefully attended to.
- (d.) That the state of the school has been reported, during the previous two years as satisfactory in respect to efficiency, moral tone, order, cleanliness, discipline, school accounts, supply of requisites, and observance of the Board's rules.

5. The Head Inspectors will then examine the schools of the teachers thus nominated, and, in a special report, recommend the three best for the premium in the order of merit.

6. No teacher will be eligible for a premium two years in succession.

7. The names of the teachers to whom premiums are awarded will be published in the annual report of the Board.

XXIX.

ALLOCATION of the BEQUEST of the late REV. W. T. WORSHIP, of BEESTON, NORFOLK.

The annual interest on £100, bequest of the late Rev. W. T. Worship, Rector of Beeston, Norfolk, is allocated by the Commissioners as premiums to two of the teachers sent up for training, who shall, upon examination by the Professors, appear best prepared in the school-books of the Board for entering on the course of training, in the Commissioners' College, Marlborough-street.

XXX.

SPECIAL REGULATIONS affecting the admission to NATIONAL SCHOOLS of PUPILS of INDUSTRIAL SCHOOLS (certified under the Industrial Schools Act).

(a.) The accounts of the attendance, &c., of Industrial School pupils must be perfectly separate and distinct from those of the ordinary pupils of the National School. Separate registers, roll books, and daily report books must always be used.

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sioners.

(b.) The attendances of the certified Industrial School pupils must be returned by the Inspector, in a supplemental report, and by the Manager, in the quarterly returns, separately from the ordinary pupils, so that payment may not be made by this Board for the instruction of the Industrial School pupils—such payment being made directly by the Industrial Schools Department.

(c.) It seems very desirable, if not absolutely necessary, that Industrial pupils attending a National School should be instructed in precisely the same manner as the ordinary day pupils, because it would seriously interfere with the organization and working of the school, and greatly embarrass both teachers and Inspectors if the former class of pupils were taught according to a programme different from that adopted in the case of the latter.

(d.) The Industrial School pupils are to be examined at each inspection, and it is considered desirable that such pupils, provided they have been regularly instructed along with the ordinary day pupils, and in the same programme, should not be examined separately. At the results examination their names should be entered on a separate examination roll, in order that they may not be mistaken for pupils for whom results fees are to be awarded, but there should be no difference made in the actual examination, and the condition of 100 days' attendance is to be fulfilled. They should be examined simultaneously with the day pupils.

XXXI.

BOARDED-OUT PAUPER CHILDREN ATTENDING NATIONAL SCHOOLS.

Regulation adopted by the Local Government Board, with the approval of His Grace the Lord Lieutenant:

"The child shall, when of sufficient age to attend school, be made to attend the nearest National school, or other public school, and to remain there during the ordinary school-hours; and a certificate of such attendance, signed by the teacher and showing the days of absence, shall be given to the Relieving Officer each month, provided that if the school be not a National school the child shall be examined annually by an Inspector of the Commissioners of National Education at a convenient time and place, and the results of the examination reported to the Board of Guardians."

The Commissioners have intimated to the Local Government Board that with regard to "boarded-out" pauper pupils attending schools that are not National, their District Inspectors will be prepared to examine them at the Workhouse nearest or most convenient to them.

Also, that the Inspector will give at least one month's notice of his intended examination, when it will be for the Poor Law authorities to secure the attendance of the "boarded-out" children; and that the Inspector will, in each case, leave an abstract of the answering of each of the children with the Master of the Workhouse in which the examination is held.

As nearly all the Workhouses have National schools attached to them, it is presumed that in many cases Inspectors will have the opportunity of examining the children referred to along with the Workhouse pupils at the Annual Results Inspection.

XXXII

CHILDREN coming within the meaning of the FACTORY ACT,
1874 (37 and 38 Vic., cap. 44).

Appendix A.

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sioners.

1. The 12th Section of the Act makes provision for the issue of certain Educational Certificates in the case of children of the age of thirteen years and under the age of fourteen years seeking employment in factories.

2. The Order of the Lord Lieutenant and Privy Council, dated 4th March, 1876, and published in the *Dublin Gazette* on the 7th March following, gives effect to this Section of the Act, in its application to Ireland.

3. Inspectors are required to carefully examine both these documents, as it is part of their duty to see that Certificates under the Act are issued in the cases contemplated by the 12th Section above referred to, which commenced operation on the 7th September, 1876.

4. In order to carry out the regulations prescribed by the Lord Lieutenant in Council, the Commissioners of National Education have issued the following instructions to their Inspectors, viz. :—

- (a.) That they take care that the Teachers of National Schools in localities in which factories are situated, shall be informed as to the nature and object of the 12th Section of the Factory Act, 1874.
- (b.) That such Teachers be required to give notice to the Inspector, at least fourteen days prior to the date appointed for the Annual Results Examination of their Schools, if any of their pupils, or other young persons, have signified their desire to be examined with a view to obtaining "Certificates" under the Act.
- (c.) That upon receipt of this information the Inspectors shall transmit to them the enclosed forms of Notice and "Examination Schedule." The latter should be prepared by the Teacher, in duplicate, at the same time as the ordinary Examination Roll, and should contain the names of all those referred to at par. (b).
- (d.) That in the case of pupils who had given the necessary number of attendances, their names should also be entered on the ordinary Examination Roll, &c., and the Teacher required to transcribe on the Promotion Sheet the enclosed form of authorization, which should be signed by the Inspector before transmitting the list of promotions to the School. *The Duplicate of the "Examination Schedule" should be returned at the same time as the Promotion Sheet.*
- (e.) That Certificate books shall be supplied to Schools through the Inspectors, as occasion may require; and that the books be preserved by Teachers as School Records.

The Inspectors of National Schools are required to co-operate in every way in their power with the Sub-Inspectors of Factories in Ireland, whose duty it is to see that the provisions of the Factory Act are fully complied with; and who have received instructions to assist in carrying out the Orders of the Lord Lieutenant in Council.

Appendix A. The ORDER IN COUNCIL is as follows:—

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sioners.

Whereas, by the Twelfth section of the Factory Act, 1874, it is enacted as follows:—

"After the first day of January, one thousand eight hundred and seventy-six, for the purpose of this Act and of the Factory Acts, 1833 to 1856, in the case of a factory to which this Act applies, a person of the age of thirteen years and under the age of fourteen years shall be deemed to be a child, and not a young person, unless he has obtained from a person authorized by the authority hereinafter mentioned a certificate of having attained such standard of proficiency in reading, writing, and arithmetic as may be from time to time prescribed for the purposes of this Act by that Authority: Provided that any such person who previously to the first day of January, one thousand eight hundred and seventy-six, is lawfully employed in any such factory as a young person, may continue to be so employed in like manner as if this section had not been enacted.

"The authority for the purposes of this section shall be—

- "(a.) In England, the Lords of the Committee of the Privy Council on Education;
- "(b.) In Scotland, the Lords of any Committee of the Privy Council appointed by Her Majesty on Education in Scotland; and
- "(c.) In Ireland, the Lord Lieutenant of Ireland, with the advice of his Privy Council.

"The standard of proficiency so prescribed shall be published in the London, Edinburgh, or Dublin Gazette, according as it is prescribed by the authority in England, Scotland, or Ireland, and shall not have effect until the expiration of at least six months after such publication."

And whereas the Commissioners of National Education in Ireland have duly made a regulation, bearing date the 29th day of February, 1876, which, after reciting the aforesaid twelfth section of the Factory Act, 1874, is as follows:—

"And whereas for the better carrying out of the above-recited provision in Ireland, it has been referred to us, the Commissioners of Education, by the Lord Lieutenant of Ireland, to make regulations for the due examination of such persons as shall apply for certificates under the aforesaid section, and for the granting of certificates to them by persons duly authorized in that behalf:

"Now we, the Commissioners of National Education in Ireland, do hereby make the regulations following, that is to say:—

"1. The Inspector, after his yearly visit to a school, will grant such certificates as may be required for scholars who have reached the standard prescribed by or pursuant to the provisions of any Act for regulating the education of children employed in labour.

"2. The Inspector may depute his assistant, or the *classified* teacher of the school, to sign these certificates.

"3. Certificates will be issued for those scholars only who may pass in all the three subjects in the prescribed standard, or in a higher standard.

"4. For the purpose of granting these certificates, the Inspector, or his assistant will examine—

"(a.) Scholars in the school, whether they have made 90 attendances or not, or whether after the 1st of March, 1877, they shall have made 100 attendances or not.

"(b.) Other children, not being scholars in the school (allowed by the Managers to attend) on the day of Inspection.

"5. If there is no school under inspection at which the children of any parish, or group of parishes, for whom certificates are required, can conveniently attend for examination, application for a special examination may be made by any person interested in procuring such certificates, subject to the following regulations :—

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"(a.) The application shall be sent to the Inspector for the district not less than 14 days before the date at which it is desired that the examination should be held.

"(b.) The applicant must specify the number of children (not less than 15) to be presented for examination, and must undertake—

"That all children within the parish, or group of parishes, for whom certificates are needed, will be summoned to and allowed to attend the examination; and

"That a convenient room will be provided for the examination at such day and hour as shall be fixed by the Inspector.

"6. The applicant must satisfy the Inspector that he is a proper person to conduct the preliminary proceedings, and, if necessary, to receive for distribution the certificates which may be granted after examination.

"And we, the Commissioners of National Education in Ireland, hereby recommend—

"That the standard of proficiency to be fixed for the purposes of the Act shall be regulated by the programme of examination prescribed for Fourth Class in National Schools, viz. :—

"Reading.—Reading intelligently any passage from the Fourth Book of Lessons or a book of equal difficulty.

"Writing.—In small hand, eight lines, dictated slowly from a reading book; spelling and handwriting to be considered.

"Arithmetic.—Compound rules (money, and common weights and measures), avoirdupois weight, long measure, liquid measure, time table, square and cubical measures, and any measure which is connected with the industrial occupations of the district."

Now we, James, Duke of Abercorn, Lord Lieutenant-General and General Governor of Ireland, by and with the advice of Her Majesty's Privy Council in Ireland, under the powers given to us by the Factory Act, 1874, and all other powers enabling us in that behalf, do hereby order as follows :—

That the standard of proficiency to be fixed for the purposes of the aforesaid Act, shall, *for the present*, be regulated by the programme of examination prescribed for Fourth Class in National Schools, viz. :—

Reading.—Reading intelligently any passage from the Fourth Book of Lessons or a book of equal difficulty.

Writing.—In small hand, eight lines, dictated slowly from a reading book; spelling and handwriting to be considered.

Arithmetic.—Compound rules (money, and common weights and measures), avoirdupois weight, long measure, liquid measure, time table, square and cubical measures, and any measure which is connected with the industrial occupations of the district.

And we do hereby further order, that the person authorized to grant certificates of attainment in pursuance of the above-recited section of the Factory Act, 1874, shall be the Inspector, or the person deputed by him, as described in the afore-cited regulation of the Commissioners of National Education.

Given at the Council Chamber in Dublin, the 4th day of March, 1876.

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sioners.

The following notices have been issued in respect of the Act:—

NOTICE to the TEACHER of ——— NATIONAL SCHOOL.

Should any pupils of the above-named National School who have given the number of attendances required for Results payments be desirous of obtaining certificates as having passed in the fourth class, with a view to entering a factory under the 12th Section of the Factory Act, 1874, the Teacher is requested to transcribe the subjoined form of authorization, for the Inspector's signature, below the list of names entered on the ordinary Promotion Sheet.

In the case of all pupils—whether they have made the prescribed number of attendances or not—or of other young persons, not pupils, who have signified their desire to be examined, in order to obtain certificates under the Act, the Teacher is requested to enter their names, &c., on the enclosed "Examination Schedule," which should be prepared in duplicate, and furnished to the Inspector on the day of the Results Examination.

FORM OF AUTHORIZATION.

"I hereby depute the Teacher of the ——— National School to issue to the pupils who have passed in the fourth class such certificates as may be required to prove that they have reached the standard of proficiency prescribed by or pursuant to the provisions of the Factory Act, 1874."

———— Inspector of National Schools.
———— Date.

EXAMINATION SCHEDULE.

District No. ———

———— National School.

Roll No. ———

———— Teacher.

List of Children desirous of obtaining Certificates of Proficiency under Section 12 of the Factory Act, 1874 (37 & 38 Vic., chap. 44).

No.	A. Name.	B. Age last Birthday.	C. Results of Examination.		
			Reading.	Writing.	Arithmetic.
1					
2					
3					
4					
&c.					

I certify that the children named in the foregoing Schedule have passed in the subjects of Reading, Writing, and Arithmetic, in the prescribed programme (see note at foot), except in those cases where a cipher is set opposite the name; and I hereby depute the teacher for the time being of the school named on the first page of this Schedule to issue accordingly, under his or her hand, for the children against whose names no ciphers appear in any of the subdivisions of column C, such Certificates as may be required to prove that they have reached the standard of proficiency prescribed by or pursuant to the provisions of the Factory Act, 1874.

Given under my hand, this day of , 188 .

Inspector of National Schools.

NOTE.—Programme of proficiency referred to above:—

Reading.—Reading, intelligently, any passage from the Fourth Book of Lessons, or a book of equal difficulty.

Writing.—In small hand, eight lines dictated slowly from a reading book; spelling and handwriting to be considered. *Appendix.*

Arithmetic.—Compound rules (money, and common weights and measures), avoirdupois weight, long measure, liquid measure, time table, square and cubical measures, and any measure which is connected with the industrial occupations of the district. *Rules and Regulations of Commissioners.*

Name of Child, _____	CERTIFICATE UNDER FACTORY ACT.
Age last Birthday, _____	_____ <i>National School.</i>
Date of Exam ⁿ —day of—188—	I, being the Teacher of the above-named School, do hereby, in pursuance of authority for that purpose delegated to me under the hand of—
No. on Schedule, _____	National Schools, certify that—aged—
Date—day of—188—	(last birthday) has passed the requirements for—Class
Signature of Teacher, _____	under the rules of the Commissioners of National Education in Ireland.
	<i>Signed this—day of—188—</i>
	<i>Signature</i> _____

FACTORY CHILDREN IN NATIONAL SCHOOLS.

CIRCULAR ISSUED TO INSPECTORS, August 29, 1876.

By an Order of the Privy Council made on the 11th instant, and published in the *Dublin Gazette* of the 15th instant, the Regulations under which Certificates are issued in Ireland for Scholars who have reached the standard prescribed by, or pursuant to, the provisions of any Act affecting the education of children employed in labour, have been slightly modified, and that from and after the 15th of February, 1877, the following is to be the Standard of Proficiency in Reading, Writing, and Arithmetic, viz. :—

Reading.—Reading intelligently any passage from the Fourth Book of Lessons published by the Commissioners, or from a book of equal difficulty.

Writing.—Writing in Small Hand eight lines dictated slowly from a reading book. Spelling and handwriting to be considered.

Arithmetic.—Compound Rules (Money) and Reduction of Common Weights and Measures.

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XXXIII.

RULES as to the PENSIONS of NATIONAL SCHOOL TEACHERS (IRELAND), under the Act of Parliament 42 & 43 Vic., cap. 74 (1879).

EXTRACTS FROM THE ACT.

SECTION 9.

Retirement of Teachers. From and after the commencement of this Act, every classed teacher of a National school shall, unless permitted by the Commissioners of Education to continue in the service, retire at the age of sixty-five years in the case of males, and at the age of sixty years in the case of females.

SECTION 6.

It shall be lawful for the Lord Lieutenant, with the consent of the Treasury, to grant to any classed teacher of a National school in Ireland, on his retirement from the service, a pension or gratuity according to the scale, and subject to the provisions contained in the schedule to this Act, chargeable upon the pension fund, and to be paid in the prescribed manner.

If any question arises as to the claim of any person or class of persons for a pension or gratuity under this Act, it shall be referred to the Treasury, whose decision shall be final.

SECTION 11.

Rules. The schedule to this Act shall be construed and have effect as part of this Act. The rules in the schedule to this Act may from time to time be revoked, varied, and added to by the Lord Lieutenant with the consent of the Treasury.

SCHEDULE.

REGULATIONS AS TO PAYMENT OF PREMIUMS, &c.

I.—*Payment of Premiums.*

1. For the purposes of this schedule, the first division of the first class and the second division of the first class shall be regarded as separate classes.

2. There shall be deducted from the quarterly salary payable to every classed teacher appointed after the passing of this Act, one-fourth part of the premium shown in table A., column 1, against the age of the teacher at the time of appointment. The premium shall not be due until the quarter is completed.

[NOTE.—The whole premium for a quarter will be due at the end of the quarter, even though the teacher may not have been in the service for the whole of the quarter. On the other hand, no stoppage will be made from salary which does not extend until the termination of a quarter.]

3. A teacher in the third class at the time of the passing of this Act may secure the same advantages by submitting to a deduction from his or her quarterly salary of the fourth part of the premium shown in table A., column 1, against the age at which he or she entered the class.

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missioners.

[*NOTE.*—On the teacher furnishing, on the prescribed form, to the National School Teachers' Superannuation Office the necessary particulars as to age, &c., he* will receive in reply a statement of the premium payable and of the pension thereby secured. The teacher will then have to elect whether or not to come within the provisions of the Act.]

4. A teacher in a class above the third class at the time of the passing of this Act will have the option of submitting to a deduction from his or her salary of the premium for his or her existing class, as shown against the age of entering that class in column 2, 3, or 4, together with the premium or premiums for the lower class or classes shown against the age of entry into such class, and will be entitled to pension accordingly.

[*NOTE.*—On the Teacher furnishing, on the prescribed form, to the National School Teachers' Superannuation Office, the necessary particulars as to age, &c., he will receive in reply a statement of the charge and pension pertaining to his actual class and to each lower class, in order that the teacher may be the better enabled to decide. Should the teacher decide only to submit to the stoppage for a class lower than his own, each decision will be final (except in the case of promotion next mentioned) as regards every class above the one selected, including the teacher's own. Should, however, the teacher subsequently obtain promotion he will be allowed to take the stoppage and pension of the new class in addition to that of the lower class formerly chosen. For example:—A male teacher in the second class electing only to pay the third class stoppage will secure the reversion to a pension of £35. Should he be subsequently promoted to the first class, second division, he may secure, in addition to the £35, the difference between a second class pension and that of his new class, viz., £14, making £49 in all; but the addition of £14 will be made to £35 not £46. His original selection of a £35 pension instead of a £46 pension will be final.]

5. A teacher in the service at the time of the passing of this Act and declining to submit to such deductions will have only such rights in respect to a retiring gratuity as he would have had on the system in force at the time of the passing of this Act.

[*NOTE.*—The teacher will, nevertheless, be liable to compulsory retirement at the age of sixty-five for males, or sixty for females, under Section 9 of the Act.]

6. Teachers entering the service after the passing of this Act, and teachers in the service at the time of the passing of this Act who elect to come in under this scheme, will on promotion be required to submit thereafter to a deduction, in addition to the premium already deducted, of the amount of premium shown in table A for the class to which promoted, according to the age on promotion.

[*NOTE.*—This article must be read in conjunction with Art. 3. If the teacher does not, on promotion, submit to the increased stoppage, he will not have a claim to the pension of the class to which promoted. As to the finality of such a decision see note to Art. 4.]

* In these Notes "he" may, unless the context clearly forbid it, be read as "he or she" and "his" as "his or her."

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sioners.

7. If a teacher is or has been appointed in the first instance to a class above the third, or if on promotion a teacher passes or has passed over a class, he or she shall nevertheless pay in addition to the premium of his or her actual class the premium for each lower class.

[NOTE.—This would not apply, as explained in the note to Art. 4, to the case of a teacher promoted who had, while still in the class from which promoted, elected to submit to a stoppage lower than that pertaining to such class. If a teacher in class II., who had elected to pay the premium and take the pension of class III., is promoted to division 1 of class I., and wishes to secure the highest pension he can, he will not have to pay the premium of class II., but he will have to pay the premiums both of division 2 and of division 1 of class I., in addition to the premium of class III., and his maximum pension will be £77, instead of £88 per annum.]

8. Teachers in the service at the time of the passing of this Act will not be allowed to take advantage of this Act unless they declare their election to do so within five years after the passing of this Act; any teacher who does not, on or before the thirty-first of March, one thousand eight hundred and eighty, declare his election to take advantage of this Act will, if he afterwards elects to do so, be required to pay all premiums which would have been payable by him if he had elected before the said thirty-first of March to take advantage of the Act, together with compound interest on such premiums at the rate of three per cent. per annum.

[NOTE.—The latest date for taking advantage of the Act will be 15th August, 1884.]

9. Notwithstanding any provisions to the contrary, every teacher who is at the time of the passing of this Act in a class above the third class, or who, after the passing of this Act, is promoted to or enters a class above the third class, may elect to be treated as a teacher in the third class, or in any class intermediate between the third class and the class in which he is actually serving, and shall thereupon be entitled to the pension, and liable to the premiums fixed by this Schedule for the class the benefits of which he elects to receive.

[NOTE.—Under this article any teacher, whether now in the service or joining the service hereafter, may, if he so prefer, limit his stoppage to that of the third class, the reversionary pension being third class also; or if in the first class, the stoppage and pension may be that of the second class or third class at choice.]

10. For the purposes of this Act the several classes of teachers above the third class shall be deemed to consist of the following numbers (hereinafter called "the standard numbers"); that is to say,

Males.	Females.
First Class—First Division, . . . 150	First Class—First Division, . . . 120
First Class—Second Division, . . . 410	First Class—Second Division, . . . 350
Second Class, 1,850	Second Class, 1,550

Should the teachers actually paying premiums in any class above the third class reach at any time the standard number, a teacher thereafter promoted to such higher class shall continue to pay the premiums and be entitled to the pension of the class below until a vacancy occurs in the standard number of the teachers paying the premium of such higher class, when he shall be entitled to claim to pay the increased premium assigned

to his then age, and to secure the pension of the higher class. If the total number of male classed teachers paying premiums exceeds five thousand three hundred, or the total number of female classed teachers exceeds five thousand four hundred, the junior teachers in excess of those numbers shall not be entitled to the benefits of this Act until by seniority they come within such numbers, and their so coming within such numbers shall be held for the purposes of this Act to be their appointment to the service.

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sioners.

[NOTE.—If the first division of the first class be not full, the number in the second division may exceed the standard number, provided the total for the two divisions be not exceeded. Similarly, if the first and second divisions of the first class together be not full, the number in the second class may exceed the standard number, provided the total number allowed for the first and second classes be not exceeded.]

If the number allowed for any class be (subject to the above arrangement) full, and if a teacher who has temporarily withdrawn from the service return thereto, such teacher shall be borne as supernumerary of the class until a vacancy occur, when it shall be absorbed by such teacher. The date which determines the order of his succession to a vacancy will be that of his return to the service, not that of his first appointment to it.]

11. Each teacher shall be required to produce proof of age.

[NOTE.—The evidence will have to be satisfactory to the National School Teachers' Superannuation Office. The following is the order in which, generally, evidence of age will be regarded as satisfactory:—1, Registrar's certificate of birth; 2, baptismal certificate, in which date of birth is included; 3, baptismal certificate (in the case of a Roman Catholic) without the date of birth; 4, certified extract from Family Bible or Prayer Book, accompanied by a declaration before a Magistrate by a parent or some near relative; 5, such declaration alone.]

[TABLE.]

Appendix.

TABLE A.

Rules and Regulations of Commissioners.

ANNUAL PREMIUMS payable by Teachers (until 65 years of age for Males or 60 years of age for Females) to secure a deferred Pension.

Age on Appointment or Promotion.	MALES.								FEMALES.								Age on Appointment or Promotion.
	Col. 1. Pension £35 from 55.		Col. 2. Pension £45 from 55.		Col. 3. Pension £60 from 55.		Col. 4. Pension £85 from 55.		Col. 1. Pension £35 from 55.		Col. 2. Pension £45 from 55.		Col. 3. Pension £60 from 55.		Col. 4. Pension £85 from 55.		
	3rd Class.	2nd Class.	1st Class.	2nd Div.	1st Class.	2nd Div.	1st Class.	2nd Div.	3rd Class.	2nd Class.	1st Class.	2nd Div.	1st Class.	2nd Div.	1st Class.	2nd Div.	
16	£ 3. 8	0 3. 0	0 4. 0	0 4. 0	0 7. 8	0 7. 8	0 11. 8	0 11. 8	0 4. 4	0 4. 4	0 6. 0	0 6. 0	0 7. 8	0 7. 8	0 10. 0	0 10. 0	16
17	0 10. 0	0 3. 4	0 4. 0	0 4. 0	0 8. 0	0 8. 0	0 12. 4	0 12. 4	0 4. 4	0 4. 4	0 6. 4	0 6. 4	0 8. 0	0 8. 0	0 10. 4	0 10. 4	17
18	0 10. 8	0 3. 4	0 4. 4	0 4. 4	0 8. 4	0 8. 4	0 12. 8	0 12. 8	0 4. 8	0 4. 8	0 6. 8	0 6. 8	0 8. 4	0 8. 4	0 10. 8	0 10. 8	18
19	0 11. 0	0 3. 4	0 4. 4	0 4. 4	0 8. 8	0 8. 8	0 13. 4	0 13. 4	0 5. 0	0 5. 0	0 7. 0	0 7. 0	0 8. 8	0 8. 8	0 11. 0	0 11. 0	19
20	0 11. 4	0 3. 8	0 4. 8	0 4. 8	0 9. 4	0 9. 4	0 14. 0	0 14. 0	0 5. 0	0 5. 0	0 7. 4	0 7. 4	0 9. 0	0 9. 0	0 11. 4	0 11. 4	20
21	0 12. 0	0 3. 8	0 5. 0	0 5. 0	0 9. 8	0 9. 8	0 14. 8	0 14. 8	0 5. 4	0 5. 4	0 7. 8	0 7. 8	0 9. 4	0 9. 4	0 11. 8	0 11. 8	21
22	0 12. 4	0 4. 0	0 5. 0	0 5. 0	0 10. 0	0 10. 0	0 15. 4	0 15. 4	0 5. 8	0 5. 8	0 8. 0	0 8. 0	0 10. 0	0 10. 0	0 12. 0	0 12. 0	22
23	0 13. 0	0 4. 4	0 5. 4	0 5. 4	0 10. 8	0 10. 8	0 16. 4	0 16. 4	0 6. 0	0 6. 0	0 8. 4	0 8. 4	0 10. 4	0 10. 4	0 12. 4	0 12. 4	23
24	0 14. 0	0 4. 4	0 5. 8	0 5. 8	0 11. 0	0 11. 0	0 17. 0	0 17. 0	0 6. 4	0 6. 4	0 9. 0	0 9. 0	0 11. 0	0 11. 0	0 13. 0	0 13. 0	24
25	0 14. 4	0 4. 8	0 6. 0	0 6. 0	0 11. 8	0 11. 8	0 18. 0	0 18. 0	0 6. 8	0 6. 8	0 9. 4	0 9. 4	0 11. 4	0 11. 4	0 13. 4	0 13. 4	25
26	0 15. 4	0 5. 0	0 6. 0	0 6. 0	0 12. 4	0 12. 4	0 19. 0	0 19. 0	0 7. 0	0 7. 0	0 10. 0	0 10. 0	0 12. 0	0 12. 0	0 14. 0	0 14. 0	26
27	0 16. 0	0 5. 0	0 6. 4	0 6. 4	0 13. 0	0 13. 0	0 20. 0	0 20. 0	0 7. 4	0 7. 4	0 10. 4	0 10. 4	0 12. 4	0 12. 4	0 14. 4	0 14. 4	27
28	0 16. 4	0 5. 4	0 6. 8	0 6. 8	0 13. 4	0 13. 4	0 20. 4	0 20. 4	0 7. 8	0 7. 8	0 11. 0	0 11. 0	0 13. 0	0 13. 0	0 15. 0	0 15. 0	28
29	0 17. 0	0 5. 8	0 7. 0	0 7. 0	0 14. 0	0 14. 0	0 21. 0	0 21. 0	0 8. 0	0 8. 0	0 11. 4	0 11. 4	0 13. 4	0 13. 4	0 15. 4	0 15. 4	29
30	0 18. 0	0 6. 0	0 7. 4	0 7. 4	0 15. 0	0 15. 0	0 22. 0	0 22. 0	0 8. 4	0 8. 4	0 12. 0	0 12. 0	0 14. 0	0 14. 0	0 16. 0	0 16. 0	30
31	0 19. 4	0 6. 4	0 8. 0	0 8. 0	0 15. 8	0 15. 8	0 23. 4	0 23. 4	0 9. 0	0 9. 0	0 12. 4	0 12. 4	0 14. 4	0 14. 4	0 16. 4	0 16. 4	31
32	1 0. 8	0 6. 8	0 8. 4	0 8. 4	0 16. 0	0 16. 0	0 24. 0	0 24. 0	0 9. 4	0 9. 4	0 13. 0	0 13. 0	0 15. 0	0 15. 0	0 17. 0	0 17. 0	32
33	1 1. 8	0 7. 0	0 8. 8	0 8. 8	0 17. 4	0 17. 4	0 25. 4	0 25. 4	0 10. 0	0 10. 0	0 14. 4	0 14. 4	0 17. 4	0 17. 4	0 19. 0	0 19. 0	33
34	1 3. 0	0 7. 4	0 9. 4	0 9. 4	0 18. 0	0 18. 0	0 26. 0	0 26. 0	0 10. 4	0 10. 4	0 15. 0	0 15. 0	0 18. 0	0 18. 0	0 20. 0	0 20. 0	34
35	1 4. 4	0 7. 8	0 9. 8	0 9. 8	0 19. 8	0 19. 8	0 27. 4	0 27. 4	0 11. 4	0 11. 4	0 15. 4	0 15. 4	0 19. 4	0 19. 4	0 21. 0	0 21. 0	35
36	1 5. 8	0 8. 0	0 10. 4	0 10. 4	1 0. 8	1 0. 8	0 28. 8	0 28. 8	0 12. 0	0 12. 0	0 16. 0	0 16. 0	0 20. 0	0 20. 0	0 22. 0	0 22. 0	36
37	1 7. 0	0 8. 8	0 11. 0	0 11. 0	1 2. 0	1 2. 0	0 29. 8	0 29. 8	0 12. 4	0 12. 4	0 16. 4	0 16. 4	0 20. 4	0 20. 4	0 22. 4	0 22. 4	37
38	1 8. 0	0 9. 0	0 11. 8	0 11. 8	1 3. 4	1 3. 4	0 30. 8	0 30. 8	0 13. 0	0 13. 0	0 17. 0	0 17. 0	0 21. 0	0 21. 0	0 23. 0	0 23. 0	38
39	1 10. 8	0 9. 8	0 12. 4	0 12. 4	1 4. 8	1 4. 8	0 32. 0	0 32. 0	0 13. 8	0 13. 8	0 18. 4	0 18. 4	0 22. 4	0 22. 4	0 24. 4	0 24. 4	39
40	1 12. 4	0 10. 4	0 13. 0	0 13. 0	1 6. 0	1 6. 0	0 33. 4	0 33. 4	0 14. 0	0 14. 0	0 19. 0	0 19. 0	0 23. 0	0 23. 0	0 25. 0	0 25. 0	40
41	1 14. 8	0 11. 0	0 13. 8	0 13. 8	1 7. 8	1 7. 8	0 35. 0	0 35. 0	0 14. 4	0 14. 4	0 20. 4	0 20. 4	0 24. 4	0 24. 4	0 26. 4	0 26. 4	41
42	1 17. 0	0 11. 8	0 14. 8	0 14. 8	1 9. 4	1 9. 4	0 36. 8	0 36. 8	0 15. 0	0 15. 0	0 21. 0	0 21. 0	0 25. 0	0 25. 0	0 27. 0	0 27. 0	42
43	1 19. 4	0 12. 4	0 15. 8	0 15. 8	1 11. 4	1 11. 4	0 38. 4	0 38. 4	0 15. 4	0 15. 4	0 22. 4	0 22. 4	0 26. 4	0 26. 4	0 28. 4	0 28. 4	43
44	2 2. 4	0 13. 4	0 17. 0	0 17. 0	1 13. 8	1 13. 8	0 40. 0	0 40. 0	0 16. 0	0 16. 0	0 23. 0	0 23. 0	0 27. 0	0 27. 0	0 29. 0	0 29. 0	44
45	2 5. 8	0 14. 4	0 18. 4	0 18. 4	1 16. 4	1 16. 4	0 42. 4	0 42. 4	0 16. 4	0 16. 4	0 24. 4	0 24. 4	0 28. 4	0 28. 4	0 30. 4	0 30. 4	45
46	2 9. 0	0 15. 4	0 19. 8	0 19. 8	1 19. 8	1 19. 8	0 44. 0	0 44. 0	0 17. 0	0 17. 0	0 25. 0	0 25. 0	0 29. 0	0 29. 0	0 31. 0	0 31. 0	46
47	2 10. 0	0 16. 8	1 1. 4	1 1. 4	2 2. 4	2 2. 4	0 46. 4	0 46. 4	0 18. 4	0 18. 4	0 26. 4	0 26. 4	0 30. 4	0 30. 4	0 32. 4	0 32. 4	47
48	2 17. 4	0 18. 0	1 3. 0	1 3. 0	2 8. 0	2 8. 0	0 47. 0	0 47. 0	0 19. 0	0 19. 0	0 27. 0	0 27. 0	0 31. 0	0 31. 0	0 33. 0	0 33. 0	48
49	3 2. 4	0 19. 8	1 5. 0	1 5. 0	2 10. 0	2 10. 0	0 49. 0	0 49. 0	0 20. 0	0 20. 0	0 28. 0	0 28. 0	0 32. 0	0 32. 0	0 34. 0	0 34. 0	49
50	3 8. 0	1 1. 4	1 7. 4	1 7. 4	2 14. 8	2 14. 8	0 50. 8	0 50. 8	0 21. 4	0 21. 4	0 29. 4	0 29. 4	0 33. 4	0 33. 4	0 35. 4	0 35. 4	50
51	3 14. 8	1 3. 8	1 10. 0	1 10. 0	2 20. 0	2 20. 0	0 54. 8	0 54. 8	0 23. 0	0 23. 0	0 31. 0	0 31. 0	0 35. 0	0 35. 0	0 37. 0	0 37. 0	51
52	4 2. 4	1 6. 0	1 13. 0	1 13. 0	2 26. 0	2 26. 0	0 58. 8	0 58. 8	0 24. 4	0 24. 4	0 32. 4	0 32. 4	0 36. 4	0 36. 4	0 38. 4	0 38. 4	52
53	4 11. 4	1 8. 8	1 16. 8	1 16. 8	2 33. 4	2 33. 4	0 64. 4	0 64. 4	0 26. 0	0 26. 0	0 34. 0	0 34. 0	0 38. 0	0 38. 0	0 40. 0	0 40. 0	53
54	5 2. 4	1 13. 4	2 1. 0	2 1. 0	3 2. 0	3 2. 0	0 70. 0	0 70. 0	0 27. 4	0 27. 4	0 35. 4	0 35. 4	0 39. 4	0 39. 4	0 41. 4	0 41. 4	54
55	5 13. 4	1 16. 4	2 6. 0	2 6. 0	3 12. 4	3 12. 4	0 76. 8	0 76. 8	0 29. 0	0 29. 0	0 37. 0	0 37. 0	0 41. 0	0 41. 0	0 43. 0	0 43. 0	55
56	8 11. 4	2 1. 4	2 12. 8	2 12. 8	5 5. 0	5 5. 0	10 18. 4	10 18. 4	0 31. 4	0 31. 4	0 39. 4	0 39. 4	0 43. 4	0 43. 4	0 45. 4	0 45. 4	56
57	7 11. 8	2 7. 8	3 0. 8	3 0. 8	6 1. 4	6 1. 4	11 16. 8	11 16. 8	0 33. 0	0 33. 0	0 41. 0	0 41. 0	0 45. 0	0 45. 0	0 47. 0	0 47. 0	57
58	8 17. 8	2 15. 0	3 11. 0	3 11. 0	7 2. 4	7 2. 4	12 11. 8	12 11. 8	0 34. 4	0 34. 4	0 42. 4	0 42. 4	0 46. 4	0 46. 4	0 48. 4	0 48. 4	58
59	10 13. 8	3 7. 0	4 5. 4	4 5. 4	8 11. 0	8 11. 0	14 2. 8	14 2. 8	0 36. 0	0 36. 0	0 44. 0	0 44. 0	0 48. 0	0 48. 0	0 50. 0	0 50. 0	59
60	13 2. 8	4 2. 8	5 5. 0	5 5. 0	10 10. 4	10 10. 4											
61	16 19. 8	5 8. 8	6 16. 0	6 16. 0	13 11. 8	13 11. 8											
62	23 5. 4	7 6. 4	9 6. 0	9 6. 0	18 12. 4	18 12. 4											
63	30 2. 8	11 7. 0	14 9. 0	14 9. 0	26 15. 0	26 15. 0											
64	37 19. 8	18 11. 4	20 0. 0	20 0. 0	33 18. 0	33 18. 0											

[One-fourth part of the annual premium payable will be stopped from the quarterly salary issued to a Teacher by the Commissioners of National Education.

As examples of the amount of stoppage, the following show the cases of *Appointed* teachers who have elected to pay the full stoppage of their respective classes :— *Rules and Regulations of Commissioners,*

A.—A Male Teacher in the third class, which he entered at the age of eighteen, will have to pay 10s. 8d. a year (2s. 8d. a quarter) until retirement. If he serve till sixty-five he will be entitled to the full pension of £35 a year.

B.—A Female Teacher, in the second class, entered the third class at eighteen and was promoted to the second class at twenty-three; she would have to pay 12s. 8d. + 6s. (=18s. 8d.) a year, or 4s. 8d. a quarter until retirement. If she serve till sixty, her full pension would be £34 a year.

C.—A Male Teacher in the second division of the first class, entered the third class at eighteen, was promoted to the second class at twenty-three, and to the second division of the first class at twenty-eight; he would have to pay 10s. 8d. + 4s. 4d. + 6s. 8d. (=£1 1s. 8d.) a year, or 5s. 5d. a quarter until retirement. If he serve till sixty-five, he would be entitled to a pension of £60 a year.

D.—A Female Teacher in the first division of the first class, entered the third class at the age of eighteen, the second class at twenty-three, the second division first class at twenty-eight, and the first division at thirty-three; she would have to pay 12s. 8d. + 6s. + 11s. + 17s. 8d. (=£2 7s. 4d.) a year, or 11s. 10d. a quarter until retirement. If she serve till sixty, she will be entitled to a pension for life of £63 a year.

The quarterly stoppage payable by a teacher will be notified by the National School Teachers' Superannuation Office at the time such teacher comes under the Act, and any subsequent change in the amount, consequent on promotion, &c., will also be notified. The teacher will then be required, in making application on the prescribed form, for the quarter's salary, &c., due, to show the gross amount of salary, &c., the amount of stoppage, and the net amount. The teacher will receive a money order for the net amount, and will acknowledge such order to be a full liquidation of his claim in respect of such quarter.]

II.—Pensions.

12. A male teacher retiring at sixty-five years of age or upwards, or a female teacher retiring at sixty years of age or upwards, shall be entitled to pension at the following rates; provided he or she shall have paid the premium of the class. If not, the pension shall be that of the highest class for which the premium shall have been paid.

Class from which Retiring.	Males.	Females.
	£	£
1st Class, 1st Division, . . .	88	63
1st " 2nd " . . .	60	47
2nd " . . .	46	34
3rd " . . .	35	25

13. Service after the age of sixty-five for males or sixty for females, even if specially permitted, shall not confer any right to an increase of pension

Appendix A.

Pensions on Voluntary Retirement.

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sioners.

14. A male teacher aged fifty-five or upwards, or a female teacher aged fifty or upwards, may retire on the following rates of pension, viz.:

MALES.

Age on Retirement.	1st Class, 1st Division.	1st Class, 2nd Division.	2nd Class.	3rd Class.
	£	£	£	£
64	79	54	42	32
63	71	49	38	29
62	64	44	34	26
61	59	41	32	24
60	53	37	29	22
59	48	34	27	21
58	44	31	24	19
57	40	29	23	18
56	37	26	21	17
55	34	24	19	15

FEMALES.

Age on Retirement.	1st Class, 1st Division.	1st Class, 2nd Division.	2nd Class.	3rd Class.
	£	£	£	£
59	58	43	31	23
58	53	40	29	22
57	49	37	27	20
56	45	34	25	19
55	42	32	23	17
54	39	30	22	16
53	36	28	20	15
52	33	26	19	14
51	30	24	17	13
50	28	22	16	12

[NOTE.—A teacher, entering the service after the 1st January, 1880, will not be entitled to the benefit of this article, unless he shall have been in the service for at least ten years.]

Payment of Pensions.

15. Pensions will be paid quarterly in arrear, on proof being furnished of existence and identity.

[NOTE.—Pensions will be paid by the Paymaster-General on production of a form of declaration provided by his office. Arrangements will be made for local payments, so as to involve as little trouble to pensioners as may be consistent with security.]

Gratuities in Case of Disability.

16. If the Commissioners of Education certify to the Lord Lieutenant that they are satisfied that a male teacher under the age of fifty-five or a female teacher under the age of fifty, who, in case he or she continued in the service until the age for compulsory retirement would be entitled to a retiring allowance under this Act, has become incapable from permanent infirmity of mind or body to discharge the duties of his or her situation, the Lord Lieutenant with the consent of the Treasury, may grant to

such teacher a gratuity, or, if the teacher prefers it, a pension on retirement according to the following scale, and having regard to the highest class for which such teacher shall have paid the premium.

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of Commissioners.

Age on Retirement.	First Class, First Division.		First Class, Second Division.		Second Class.		Third Class.	
	Gratuity.	Pension.	Gratuity.	Pension.	Gratuity.	Pension.	Gratuity.	Pension.
54	£ 282	£ 31	£ 206	£ 23	£ 165	£ 18	£ 132	£ 14
53	270	25	199	21	160	17	129	13
52	257	26	191	19	156	16	127	13
51	245	28	186	18	151	15	124	12
50	233	21	179	16	146	14	121	11
49	220	19	172	15	142	13	118	10
48	207	18	165	14	137	12	116	10
47	195	16	158	13	133	11	113	9
46	182	15	151	12	128	10	111	9
45	169	13	144	11	124	9	108	8
44	156	12	136	10	118	8	105	8
43	142	11	127	9	113	8	101	7
42	129	9	119	9	107	7	98	7
41	115	8	110	8	102	7	94	6
40	102	7	102	7	96	6	91	6
39	100	7	100	7	95	6	91	6
38	98	6	98	6	94	6	91	6
37	95	6	95	6	93	5	91	5
36	93	5	93	5	92	5	91	5
35	91	5	91	5	91	5	91	5
34	83	5	83	5	83	5	83	5
33	75	4	75	4	75	4	75	4
32	68	4	68	4	68	4	68	4
31	60	3	60	3	60	3	60	3
30	52	3	52	3	52	3	52	3

III.—Repayment of Premiums.

17. If a teacher is dismissed or quits the service otherwise than by death or retirement on a pension, or retirement on receipt of a gratuity in lieu of pension, he shall forfeit all claim to pension or gratuity, but the amount deducted from salary from time to time for premiums shall be returned to him, either at the time of withdrawal from the service, or at any time thereafter, on proof of identity.

[NOTE.—A teacher thus quitting the service, can have the amount of his stoppages returned, by applying for it through the manager of the school quitted, to the National School Teachers' Superannuation Office. The money will be issued by the Paymaster-General on the order of that office. No interest will be allowed on the sum repaid.]

18. In the event of a teacher, who is dismissed or quits the service, re-entering for further service, he or she shall again pay any sum which may have been repaid, and also any premiums for the quarter years during which he or she may have been out of the service. These sums while unpaid shall bear compound interest at the rate of three per cent. per annum. They may be paid at once on re-entering the service, or the payments may be spread by deductions from salary over one or two years, as the Commissioners shall determine.

[NOTE.—If the teacher prefer it, the repayment of premiums previously paid back can be remitted, provided that from the date of his return all his premiums be paid at the rate fixed for his then age. For example, suppose C in the

Appendix A. instances given under table A, were to quit the service at the age of thirty-nine, after paying stoppages for twenty-one years, he would have £18 6s. 8d. returned to him, viz. :—

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sioners.

Five years	at	10s. 8d.	.	.	.	£2	13	4
Five years	"	15s. 0d.	.	.	.	3	15	0
Eleven years	"	£1 1s. 8d.	.	.	.	11	18	4
						} £18 6 8		

If he re-entered the service at the age of forty, he could either pay this amount again, with one year's interest, and continue at his former stoppage of 5s. 5d. a quarter, from the time his previous payments ceased, or he could enter at a new stoppage of £1 12s. 4d. + 10s. 4d. + 13s. (=£2 15s. 8d.) a year, or 13s. 11d. a quarter.]

19. A teacher degraded from a higher class shall receive back any premiums paid as a consequence of service in such higher class, and shall only have a claim to the pension of the class for which he shall afterwards pay the premiums.

[NOTE.—The teacher will be required to apply to the National School Teachers' Superannuation Office for the return of premiums. No interest will be allowed on the sum repaid.]

ADDITIONAL RULES made under Clause 11 of the Act, by His Grace the LORD LIEUTENANT, with the consent of the Treasury.

20. The instructions contained in the foregoing *Notes* to the several articles of the schedule shall have the same force of regulation as if they formed part of the schedule itself.

Probationary Service.

21. For the purposes of the Act, probationary or provisional classed service shall reckon as service in the third class.

Supplementary Pensions for Model School Teachers.

22. A Model school teacher paying a premium to secure the pension of a simple National school teacher under the Act will be permitted to secure on the conditions contained in articles 23 to 34 a *supplementary* pension of any amount he may think desirable, provided that the ordinary pension payable at the age for compulsory retirement *together* with the supplementary pension *shall not exceed* one hundred and twenty pounds a year for a male teacher, or ninety pounds a year for a female teacher.

23. The supplementary pension shall become payable if and when the ordinary pension shall become payable. If the Model school teacher retire on a gratuity in lieu of ordinary pension under Art. 16, he shall receive a supplementary gratuity according to the scale shown in Art. 26, in lieu of a supplementary pension.

24. The unit of supplementary pension shall be £10 a year, payable from the age for compulsory retirement, viz. :—65 years for a male teacher and 60 years for a female teacher. No supplementary pension

can be secured of less amount than £10. A Model school teacher may secure any number of these units of supplementary pension, and in addition, one proportional part, if necessary, within the limit of total pension fixed by Art. 22. Appendix.
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sioners.

25. If a Model school teacher retire voluntarily on pension before the compulsory age under Art. 14, the supplementary pension payable in respect of each complete unit of supplementary pension secured by such teacher shall be as follows:—

Age on Retirement.	Supplementary Pension.		Age on Retirement.	Supplementary Pension.	
	Males.	Females.		Males.	Females.
64	£ s. d. 8 19 6	—	56	£ s. d. 4 4 1	£ s. d. 7 2 11
63	8 1 5	—	55	3 17 3	6 13 4
62	7 5 6	—	54	—	6 3 10
61	6 14 1	—	53	—	5 14 4
60	6 0 6	—	52	—	5 4 9
59	5 9 1	9 4 1	51	—	4 15 3
58	5 0 0	8 8 8	50	—	4 8 11
57	4 10 11	7 15 7			

26. If a model school teacher be permitted, before attaining the age for voluntary retirement under Art. 14, to retire under Art. 16 on ordinary pension or gratuity on the ground of having become incapable from permanent infirmity of mind or body to discharge the duties of his or her situation, such teacher shall receive for each complete unit of supplementary pension secured the following supplementary pension or supplementary gratuity as the case may be.

Age on Retirement.	Supplementary Gratuity.	Supplementary Pension.	Age on Retirement.	Supplementary Gratuity.	Supplementary Pension.
54	£ s. d. 32 0 10	£ s. d. 3 10 2	41	£ s. d. 13 1 4	£ s. d. 0 17 6
53	30 13 7	3 4 4	40	11 11 9	0 15 2
52	29 4 0	2 18 7	39	11 7 2	0 14 6
51	27 16 10	2 13 6	38	11 2 10	0 13 10
50	26 9 6	2 8 8	37	10 15 10	0 13 2
49	25 0 0	2 4 1	36	10 11 4	0 12 7
48	23 10 5	1 19 9	35	10 6 10	0 12 0
47	22 3 2	1 16 1	34	9 8 7	0 10 9
46	20 13 7	1 13 6	33	8 10 4	0 9 6
45	19 4 0	1 9 0	32	7 14 7	0 8 6
44	17 14 7	1 6 0	31	6 16 5	0 7 4
43	16 2 10	1 2 11	30	5 18 2	0 6 3
42	14 13 2	1 0 2			

[TABLE.]

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sioners.

27. The premium payable quarterly in respect of each complete unit of supplementary pension shall be as follows:—

Age on commencing to pay for Supplementary Pension.	Male Model School Teacher.	Female Model School Teacher.	Age on commencing to pay for Supplementary Pension.	Male Model School Teacher.	Female Model School Teacher.
21	£ s. d. 0 1 9	£ s. d. 0 2 11	43	£ s. d. 0 5 7	£ s. d. 0 10 11
22	0 1 9	0 3 1	44	0 6 1	0 11 10
23	0 1 10	0 3 3	45	0 6 6	0 12 11
24	0 2 0	0 3 5	46	0 7 0	0 14 2
25	0 2 1	0 3 7	47	0 7 7	0 15 8
26	0 2 2	0 3 10	48	0 8 2	0 17 5
27	0 2 3	0 4 0	49	0 8 11	0 19 5
28	0 2 4	0 4 2	50	0 9 9	1 1 10
29	0 2 6	0 4 5	51	0 10 8	1 4 11
30	0 2 8	0 4 8	52	0 11 9	1 8 9
31	0 2 9	0 4 11	53	0 13 1	1 13 8
32	0 2 11	0 5 3	54	0 14 7	2 0 2
33	0 3 1	0 5 6	55	0 16 6	2 9 9
34	0 3 3	0 5 10	56	0 18 9	3 3 8
35	0 3 6	0 6 3	57	1 1 8	4 7 4
36	0 3 8	0 6 8	58	1 5 5	6 14 4
37	0 3 10	0 7 1	59	1 10 6	13 12 6
38	0 4 1	0 7 7	60	1 17 6	—
39	0 4 5	0 8 2	61	2 8 6	—
40	0 4 7	0 8 8	62	3 6 6	—
41	0 4 11	0 9 5	63	5 2 3	—
42	0 5 3	0 10 2	64	10 14 3	—

28. A model school teacher permitted to secure one or more units of supplementary pension before the 1st December, 1880, will be charged the premium for the age at which he became a model school teacher: but any teacher so permitted on or after that date will be charged according to his age at the time of securing the unit of supplementary pension.

29. The number of Model school teachers at any one time paying premiums to secure supplementary pensions shall be limited to 250. Should applications to join be received at any time from Model school teachers in excess of this number, permission to secure supplementary pension will be granted, as vacancies occur, according to priority of application.

30. A Model school teacher permitted to secure one or more units of supplementary pension may at any time thereafter secure an additional unit or units, within the limit fixed by Art. 22, on paying premium according to his age: provided that no pension shall be payable under Art. 25 in respect of such *additional* unit or units, unless the premium therefor shall have been paid for at least five full years.

31. If a Model school teacher paying premium for a supplementary pension be advanced in grade as a classed teacher so that the ordinary pension of his new grade together with his supplementary pension would exceed the limit laid down in Art. 22, his premium shall be reduced by such a sum as will bring it to the premium required to secure a supplementary pension equal to the difference between his ordinary pension

and the limit fixed by Art. 22, and the supplementary pension secured will be held to be reduced accordingly: but no premiums shall be returned to the teacher in respect of sums already paid.

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sioners.

32. If a Model school teacher revert to the position of National school teacher, any premiums paid by such teacher to secure supplementary pension shall be returned to him, without interest: and thenceforward he shall cease to have any claim to any supplementary pension whatsoever.

33. The premium payable by a model school teacher to secure supplementary pension will be deducted from the quarterly issues of salary in conjunction with the ordinary premiums then deducted.

34. In all respects not herein specifically provided for the rules applicable to ordinary pensions and premiums shall apply to supplementary pensions and the premiums necessary to secure them.

35. In the event of the Commissioners for the Reduction of the National Debt making any advance or advances under the 7th section of the Act, they may repay themselves the amount of such advances, with interest at the rate of $3\frac{1}{2}$ per cent. per annum, out of the first monies coming into their hands under the 3rd or 4th section of the Act.

36. Every teacher applying for re-employment after interruption of service shall:—

(a.) If such interruption has lasted less than five years reckoned from the date of quitting one appointment and entering upon another, have the option of resuming the payment of premiums upon the terms of Rule 18.

(b.) If such interruption, reckoned as aforesaid, has lasted more than five years, but less than ten years, he shall be regarded for all the purposes of the said Act as a teacher appointed for the first time, his past premiums, if not already repaid to him, being treated as so much to his credit, until exhausted in payment of the new premiums.

37. Every teacher falling under Sub-head (b) of Rule 36, shall produce certificates from the Commissioners of National Education that he has satisfied them as to his health in the same manner as if he were appointed for the first time.

ORDER varying the 2nd and 3rd Clauses of the Regulations in the Schedule to the Act.

His Excellency the Lord Lieutenant of Ireland, by virtue of the 11th section of the National School Teachers (Ireland) Act, 1879, and of all other powers enabling him in the same behalf, with the consent of

Appendix A. the Commissioners of Her Majesty's Treasury, appearing by the signatures of two of them hereunder written, hereby varies the 2nd and 3rd Rules and Regulations of Commissioners. Clauses of the Regulations in the Schedule to the said Act as follows:—

In the said 2nd Clause the words, "from the quarterly salary payable," are hereby cancelled, and instead of them shall be inserted "out of the quarterly salary, or out of any other money from the votes of Parliament periodically payable as remuneration."

In the said 3rd Clause the words, "from his or her quarterly salary," are hereby cancelled, and instead of them shall be inserted, "out of his or her quarterly salary, or out of any other money from the votes of Parliament periodically payable to him or her as remuneration."

XXXIV.

EVIDENCE OF AGE AS REQUIRED BY TEACHERS' SUPERANNUATION DEPARTMENT.

Extract from the Act 42 & 43 Vic., cap. 74.

"Every Teacher shall be required to produce Proof of Age."

The evidence will have to be satisfactory to the National School Teachers' Superannuation Office; and Teachers must comply with any instructions in the matter of proof of age received from that office.

The following is the *order in which* Evidence of Age will be regarded as satisfactory:—

1. Registrar's Certificate of Birth.

Such Certificates can generally be obtained by persons born in England since 30th June, 1837, from the Registrar-General, Somerset House, London; by those born in Scotland since 31st December, 1854, from the General Register Office, Edinburgh; and by those born in Ireland since 1st January, 1864, from the Registrar-General, Charlemont House, Dublin; or from the Superintendent Registrar of the District in which the birth took place. Should the Certificate not contain the Christian Name of the Teacher, a Statutory Declaration that it refers to him, made by a parent or some other person able to speak positively to the fact, must be produced in support of it.

Where Evidence under this head is procurable, no other will be accepted.

2. Baptismal Certificate in which date of birth is included.

3. Baptismal Certificate (in case of a Roman Catholic) without date of birth.

A Certificate of Baptism should be a copy of the entry thereof in a Parochial or other Register, signed by the Clergyman in whose possession the Register is, and certified by him to be a true extract. Under 33 & 34 Vic., cap. 97, it must bear a penny Inland Revenue Stamp.

Statements by Parish Priests, &c., on the testimony of other parties will not be received in place of such Certificates. *Appendix.*

4. Certified Extract from Family Bible or Prayer Book, accompanied by a Declaration made before a Magistrate by a parent or some near relative. *Rules and Regulations of Commissioners.*

Declarations should be drawn upon paper bearing an Impressed 2s. 6d. General Duty Stamp, which may be obtained at a Local Stamp Office. [33 & 34 Vic., cap. 97.] The Book containing the entry of Birth must be produced to the Magistrate at the time of making the Declaration, and must be mentioned in the Declaration as having been so produced.

5. A Declaration made before a Magistrate by some relative (preferably a parent), or friend who has known the Teacher from infancy.

The Declaration must be made on paper bearing an Impressed 2s. 6d. General Duty Stamp. The Declarant should state the precise circumstances which enable him to call to mind the time of the event to which he declares.

Petty Sessions or other adhesive stamps cannot be accepted on Declarations.

Evidence under Heads 4 or 5 will not be accepted unless it can be shown that evidence under Heads 1, 2, or 3 is not procurable.

XXXV.

Registrars' Certificates of Age of Pupils at reduced Cost.

FACTORY AND WORKSHOP ACT, 1878, 41 Vic., c. 16, s. 104.

Order of Secretary of State prescribing Form of Requisition for Certified Copy of Entry of Birth in Register.

WHEREAS by section 104 of the Factory and Workshop Act, 1878, it is enacted as follows:—Where the age of any child is required to be ascertained or proved for the purposes of this Act, or for any purpose connected with the elementary education or employment in labour of such child, any person, on presenting a written requisition in such form and containing such particulars as may be from time to time prescribed by a Secretary of State, and on payment of such fee, not exceeding one shilling, as a Secretary of State from time to time fixes, shall be entitled to obtain, in Ireland, a certified copy under the hand of the Registrar or Superintendent Registrar under the Registration of Births and Deaths (Ireland) Act, of the entry in the register under that Act of the Birth of the child named in the requisition.

Now, I, the Right Honourable Richard Assheton Cross, one of Her Majesty's principal Secretaries of State, in pursuance of the power given to me as aforesaid, hereby order as follows:—

The requisition to be made under the enactment above recited to obtain a certified copy under the hand of the Registrar, or Superintendent Registrar, of an entry of birth in the Register, shall be in the form set forth in the Schedule to this order, and the fee to be paid to the Registrar shall be sixpence for each such certified copy furnished by him under the same enactment.

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sioners.

(FORM OF APPLICATION).

FACTORY AND WORKSHOP ACT, 1878.

Requisition for a certified Copy of an Entry of Birth for the purposes of the above Act, or for any purpose connected with the elementary education or employment in labour of a child.

To the Registrar or Superintendent Registrar having the custody of the Register in which the birth of the undermentioned child is registered: I, the undersigned, hereby demand, for the purposes above mentioned, or some or one of them, a certificate of the birth of the child named in the subjoined schedule.

Christian Name and Surname of the Child of whose age a Certificate is required.	Names of the Parents of such Child.		Where such Child was born.	In what year such Child was born.
	Father	Mother.		

Dated this day of

Signature, _____

Address, _____

Occupation, _____

Home Office,
10th December, 1878.

XXXVI.

LEASES FOR SCHOOLS (IRELAND) ACT, 1881 (44 & 45 Vic., c. 65.)

An Act to facilitate leases of land for the erection thereon of Schools and Buildings for the promotion of Public Education in Ireland.

WHEREAS it is expedient to provide greater facility for obtaining leases of land of sufficient duration to enable the erection of schools and teachers' residences for the purposes of public education in Ireland:

Be it therefore enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:

Inter-
pretation of
terms.

1. In the construction of this Act the words "grantor," "lessor," and "person" shall extend to and include any body corporate.

The word "entitled" shall mean entitled either legally or equitably.

The word "settlement" shall mean every assurance or connected set of assurances, whether by articles, agreement, deed, will, Act of Parliament, or otherwise, by which lands are or shall be limited in a course of settlement or be agreed so to be settled.

The words "public education" shall include education provided in return for periodical payments as well as purely gratuitous or free education.

2. Every person hereinafter described entitled in possession to any estate or interest hereinafter specified in lands in Ireland, or to the receipt of the income thereof, whether or not such estate or interest shall be subject to any mortgage or other incumbrance (provided the mortgagee or incumbrancer shall not be in possession), shall have power to make leases of any part of the said lands (other than the mansion-house and demesne or pleasure grounds usually occupied with such mansion-house), and not exceeding in the whole one statute acre for the purposes and periods of time and subject to the covenants and conditions hereinafter provided (that is to say)

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sioners.

Power of
making
lease.

- (a.) Her Majesty the Queen and her successors and the Commissioners of Woods and Forests:
- (b.) Tenants in fee-simple or fee-farm, or in tail general or special, or in quasi entail:
- (c.) Tenants for their own lives or *pur autre vie*:
- (d.) Married women entitled to any estate above described under letters (a.), (b.), and (c.) for their separate use, and whether restrained or not from anticipation:
- (e.) Tenants by the courtesy of England:
- (f.) Husbands seized in right of their wives or by entireties with their wives, provided every such wife shall be a concurring party in any lease under their act:
- (g.) Corporations lay, eleemosynary, and collegiate, whether aggregate or sole:
- (h.) Trustees of charities or for public purposes, provided any lease to be made by any such trustees under this Act shall be approved of under the seal of the Commissioners of Charitable Donations and Bequests for Ireland:
- (i.) Trustees under any will or settlement, provided that no lease to be made under this Act by any such trustees shall be valid without the consent in writing of any person whose consent may be requisite under such will or settlement to the exercise of any power of sale or exchange or any leasing power therein contained.

3. In case any person (not being a trustee) who would be entitled to make a lease under this Act shall happen to be under any of the disabilities hereinafter mentioned, the power to lease under this Act shall be exercised in his or her name or behalf in the following manner; (that is to say), if an infant, by his or her guardian or guardians, or by the Lord Chancellor of Ireland, if such person have no guardian; if lunatic or idiot or *non compos mentis*, then by the committee of the estate, and if there shall be no such committee then by the Lord Chancellor of Ireland: Provided always, that no such lease of land belonging to an infant, lunatic, idiot, or person *non compos mentis* shall be valid without the consent of the Lord Chancellor of Ireland obtained by a summary petition to him by some person interested.

Provision
in case of
disability.

4. A lease under this Act may be made of any quantity of land not exceeding one acre statute measure for a site for a school or schools and playground, or other accommodation in connexion therewith, or for teachers' residences, for any term not exceeding nine hundred years, nor less than ninety-nine years, at a nominal rent.

Limitation
of lease.

5. Every such lease shall imply the following covenants, conditions, and agreements as fully as if they were therein expressly inserted on the

Covenants
implied.

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sioners.

part of the lessees or grantees in such lease and their successors, or, as the case may be, their heirs, executors, administrators, or assigns, that is to say:

- (1.) Covenant to expend upon the premises demised the sum agreed on as the consideration for the lease within a period to be specified in such lease commencing from the date thereon:
- (2.) To pay the rent, and all taxes and impositions payable on the tenant's part:
- (3.) To repair, maintain, and keep the demised premises and all improvements thereon in good repair during the term:
- (4.) That the said premises shall not be used or applied for any other purposes than those to be expressed in the lease:

Conditions (5) that if the demised premises shall for a period of three years continuously cease to be used for any of the said expressed purposes, it shall be lawful for the lessor, or his, her, or their successors in estate, to re-enter; and (6) that it shall also be lawful for the said lessor, his, her, or their successors in estate, at all times to enter and inspect the premises (and all such implied covenants and conditions shall enure for the benefit of the persons who would, if no such lease had been made, have been entitled for the time being to the possession of the lands therein comprised, or the receipt of any rents thereof).

Form of
lease.

6. Every lease made under this Act shall be by indenture sealed and delivered in the presence of at least one witness, and a counterpart of such lease shall be executed by the grantees or lessees therein named, and delivered to the lessor or grantor.

Effect of
lease.

7. Every lease made pursuant to this Act shall be effectual to bind the lessor or grantor and his, her, and their successors, heirs, executors, and administrators and assigns, and all persons deriving under the same title or settlement as the said lessor or grantor, and notwithstanding any entail, law, or custom to the contrary, and whether or not there shall be any leasing power contained in any such settlement by deed or will, or belonging or annexed to the estate of such grantor or lessor, but so as not to prejudice or interfere with any such other power.

Short title.

8. This Act may be cited as the *Leases for Schools (Ireland) Act, 1881.*

XXXVII.

PATENT GRANTING SUPPLEMENTAL CHARTER TO THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND.

Victoria, by the Grace of God of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith, and so forth. To all unto whom these presents shall come, greeting.

Whereas, the Body Corporate and Politic of Commissioners of National Education in Ireland was incorporated under and by virtue of our Charter or Letters Patent under the Great Seal of that part of Our United Kingdom of Great Britain and Ireland, called Ireland, bearing date the Twenty-sixth day of August, in the Ninth year of our Reign, being in the year of Our Lord One Thousand Eight Hundred and Forty-five, and which said Charter was enrolled in the Office of the Rolls of Our High Court of Chancery in Ireland, on the First day of September, One Thousand Eight Hundred and Forty-five, the tenor of which Charter or Letters Patent is as follows:—

“Victoria, by the Grace of God of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith, and so forth. To

"all to whom these presents shall come, greeting. Whereas, in order
 "to promote the welfare, by providing for the Education of the Poor of
 "Ireland, it is expedient that the Commissioners of National Education
 "in Ireland should be invested with the powers and privileges herein
 "contained. Know ye therefore, that We, of our special grace, certain
 "knowledge, and mere motion, by and with the advice and consent of our
 "right trusty and well-beloved Counsellor, William Baron Heytesbury,
 "Knight Grand Cross of the most Honorable Military Order of the
 "Bath, our Lieutenant-General and General Governor of Ireland, and
 "according to the tenor of our Letter, under our Privy Signet and
 "Royal Sign Manual, bearing date at our Court at St. James's, the
 "Seventh day of August, One Thousand Eight Hundred and Forty-five,
 "in the Ninth Year of our Reign, and now enrolled in the Rolls of our
 "High Court of Chancery in Ireland, have granted, constituted, and de-
 "clared, and by these presents for Us, our Heirs and Successors, We do
 "grant, constitute, and declare, that the Most Reverend Father in God,
 "our trusty and right entirely beloved Cousin and Counsellor, Richard,
 "Archbishop of Dublin, Primate of Ireland, our trusty and well-beloved
 "the Most Reverend Archbishop Daniel Murray, our trusty and well-
 "beloved Franc Sadler, Doctor in Divinity, Provost of Trinity College,
 "Dublin, our right trusty and well-beloved Counsellor, Sir Patrick
 "Bellew, Baronet, our trusty and well-beloved Richard Wilson Greene,
 "Esquire, our Solicitor-General in that part of our said United Kingdom
 "called Ireland, our trusty and well-beloved Pooley Shuldham Henry,
 "Doctor in Divinity, our trusty and well-beloved John Richard
 "Corballis, Esquire, one of our Counsel at Law, our trusty and well-
 "beloved Alexander Macdonnell, Esquire, and our trusty and well-beloved
 "Charles William Fitzgerald, commonly called the Marquis of Kildare,
 "Commissioners of National Education in Ireland, and all and every
 "other person and persons who shall from time to time be appointed
 "Commissioners of National Education in Ireland, by the Lord
 "Lieutenant or other Chief Governor or Governors of Ireland for the
 "time being (the said Commissioners, and all and every other person
 "and persons so appointed by the Lord Lieutenant or other Chief
 "Governor or Governors of Ireland for the time being, to be removable
 "at his or their pleasure), shall be for ever hereafter one Body Corporate,
 "called '*The Commissioners of National Education in Ireland*,' and then
 "by the name of '*Commissioners of National Education in Ireland*,'
 "into one Body Corporate and Politic, in deed, fact, and name for ever,
 "We do, for Us, our Heirs and Successors, erect, constitute, establish,
 "confirm, and declare, by these presents, and We do for Us, our Heirs,
 "and Successors, grant and declare that by the same name of '*The*
 "*Commissioners of National Education in Ireland*,' they shall have
 "perpetual succession, and that they and their successors by that name,
 "from time to time, and at all times hereafter, shall be able and capable
 "in Law, without our licence in Mortmain, to have, take, purchase,
 "receive, hold, enjoy, and retain to them and their Successors, in fee
 "and perpetuity, any manors, lands, tenements, rents, annuities, privi-
 "leges, liberties, possessions, and hereditaments of what kind, nature, or
 "quality soever in Ireland, not exceeding, in the whole, the clear yearly
 "value of Forty Thousand Pounds Sterling. And moreover to purchase
 "and acquire any goods and chattels whatsoever, and also to take and
 "receive any sum or sums of money, or any manner or portion of goods
 "and chattels that shall to them be given, granted, devised, or bequeathed,
 "by any person or persons, Bodies Corporate and Politic capable of
 "making a gift or devise thereof, and therewith and thereout to erect,
 "maintain, and support in all places of that part of our said United

Appendix A. " Kingdom called Ireland, where they shall deem the same to be most
Rules and Regulations of Commissioners. " necessary and convenient, such and as many schools as they shall
 " think proper. And also to give, grant, alien, assign, and dispose of
 " any manors, lands, tenements, rents, hereditaments, goods, and chattels,
 " and to do and execute all and singular other matters and things
 " necessarily thereunto. And also to give and grant any lease or leases
 " of any lands or tenements belonging to, or which may hereafter belong
 " to the said Body Corporate and Politic for any term not exceeding
 " Three lives or Thirty-one years, provided that any such alienation, and
 " that every such lease or leases be made with the approbation of the
 " major part of the Members of the said Body Corporate then present (such
 " major part being at least three in number), and every lease so to be made
 " shall be of lands in possession, and not in reversion. And We do also
 " for Us, our Heirs and Successors, give and grant to every subject
 " and subjects whatsoever of Us, our Heirs and Successors, whether
 " incorporated or not incorporated, special license, power, faculty, and
 " authority, to give, grant, sell, alien, assign, dispose, or bequeath unto
 " the said Commissioners of National Education in Ireland, and their
 " successors, for the use and benefit of them and their successors, any
 " manors, lands, tenements, rents, privileges, liberties, possessions, and
 " hereditaments, of what nature or kind soever, within that part of Our
 " said United Kingdom called Ireland, so as the same do not exceed in
 " the whole the clear yearly sum of Forty Thousand Pounds sterling;
 " and that the said Body Corporate and their successors, by the name
 " of '*The Commissioners of National Education in Ireland*,' shall and
 " may plead and be impleaded, sue and be sued, answer and be
 " answered, defend and be defended, in all or any courts or places,
 " and before any Judges, Justices, Officers of Us, our Heirs and
 " Successors, in all and singular actions, pleas, suits, plaints, matters,
 " and demands of what kind or quality soever they shall be, in the
 " same manner and form, and as fully and amply as any of our subjects
 " of our realm, may or can do, sue or be sued, plead or be impleaded,
 " answer or be answered unto, defend or be defended. And that the
 " said Body Corporate shall and may have and use a common seal for
 " the affairs and business of National Education in Ireland, and that it
 " shall and may be lawful for the said Body Corporate and their
 " successors, the same seal from time to time, to change, alter, or make
 " new, as to them shall seem proper. And We do hereby for Us, our
 " Heirs and Successors, ordain, declare, and direct that, whenever the
 " said Commissioners, or either or any of them, or any other person or
 " persons to be appointed in their place or in succession to them, or any
 " of them, shall by death, resignation, removal, or otherwise, cease to
 " be a Commissioner or Commissioners of National Education in
 " Ireland, then and in every such case it shall and may be lawful for
 " the Lord Lieutenant, or other Chief Governor or Governors of Ire-
 " land, for the time being, by warrant under hand and seal, to appoint
 " one other person in the place and stead of any such person so ceasing
 " to be such Commissioner respectively, and any such person so to be
 " appointed shall accordingly be and become one of the Commissioners
 " of National Education in Ireland, and member of the Corporation
 " hereby constituted. And We do hereby for Us, our Heirs and
 " Successors, grant, declare, and appoint, that it shall and may be
 " lawful for the Lord Lieutenant, or other Chief Governor or
 " Governors of Ireland, for the time being, if it shall appear fit to him
 " or them respectively, to increase the number of the Commissioners of
 " National Education in Ireland: Provided, however, that the whole
 " number of persons intended by virtue of these presents to be incor-

"porated as aforesaid, do not at any time exceed fifteen, but may *Appendix.*
 "consist of any less number. Lastly, We do, by these presents, for *Rules and Regulations of Commissions.*
 "Us, our Heirs and Successors, grant unto the said Body Corporate,
 "by the name of 'The Commissioners of National Education in Ire-
 "land,' and to their successors, that these our Letters Patent, or the
 "enrolment hereof, shall be in and by all things, good, firm, valid,
 "sufficient, and effectual in the law, according to the true intent and
 "meaning thereof, and shall be taken, construed, and adjudged in the
 "most favourable and beneficial sense for the best advantage of the said
 "Body Corporate, and their successors, as well in all courts of
 "records as elsewhere, and by all and singular the officers and
 "ministers, whomsoever and wheresoever of Us, our Heirs and
 "Successors. Provided always, that these our Letters Patent be
 "enrolled in our High Court of Chancery in Ireland within the space
 "of six calendar months next ensuing the date hereof. In witness
 "whereof WE have caused these Our Letters to be made Patent.
 "Witness, William Baron Heytesbury, our Lieutenant-General and
 "General Governor of Ireland, at Dublin, the Twenty-sixth day of
 "August, in the Ninth year of Our Reign." And whereas the Body
 Corporate and Politic of the said Commissioners of National Education
 in Ireland at present consists of the following named persons—that is
 to say, the Right Honorable Patrick Lord Bellew, formerly Sir Patrick
 Bellew, Baronet, the Reverend Pooley Shuldham Henry, Doctor of
 Divinity, the Right Honorable Alexander Macdonnell, formerly
 Alexander Macdonnell, Esquire, and the Right Honorable Charles
 William Fitzgerald, commonly called the Marquis of Kildare, being
 four of the Commissioners named in and created Members of the said
 Body Corporate and Politic by the said Charter, and of the Right
 Honorable Maziere Brady, our Lord Chancellor of Ireland, Robert
 Andrews, Esquire, q.c., LL.D., James Gibbon, Esquire, the Very
 Reverend Walter Meyler, Doctor of Divinity, Jeremiah John Murphy,
 Esquire, Master in Chancery, the Right Reverend William Higgin,
 Lord Bishop of Derry and Raphoe, the Honorable Mountfort Longfield,
 LL.D., Judge of our Landed Estates Court, Ireland, the Right
 Honorable Thomas O'Hagan, our Attorney-General in Ireland, being
 eight of the said Commissioners, since duly appointed in the manner
 prescribed by the said Charter. And whereas, in and by the said
 Charter, it was provided that the number of persons intended by virtue
 thereof to be incorporated, should not at any time exceed fifteen, but
 might consist of any less number. And whereas, in order further to
 promote the welfare by providing for the education of the poor of
 Ireland, it appears to Us expedient that the number of the Commis-
 sioners of National Education in Ireland should be increased, so that
 the persons constituting the said Body Corporate and Politic should
 not at any time exceed Twenty, of whom Ten and not more than Ten,
 shall be Protestants, and Ten and not more than Ten shall be Roman
 Catholics, but that the said persons constituting the said Body Cor-
 porate and Politic may consist at any time of a less number than
 Twenty. And, further, that to make up the number of said Commis-
 sioners to Twenty, as aforesaid, the persons next hereinafter named
 shall be forthwith created Members of the said Body Corporate and
 Politic in conjunction with the present Members thereof hereinbefore
 set forth—that is to say, the Right Honorable Edwin Richard Windham,
 Earl of Dunraven, the Right Honorable James Henry Monahan, Lord
 Chief Justice of our Common Pleas in Ireland, the Right Honorable
 David Richard Pigot, Lord Chief Baron of our Exchequer in Ireland,
 James Anthony Lawson, Esquire, LL.D., our Solicitor-General in Ire-

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land, the Reverend John Hall, Laurence Waldron, Esquire, M.P., John Lentsaigne, Esquire, and John O'Hagan, Esquire. Know ye, therefore, that We, of our special grace, certain knowledge, and mere motion, by and with the advice and consent of our right trusty and right well-beloved Cousin and Councillor, George William Frederick Earl of Carlisle, K.G., our Lieutenant-General and General Governor of that part of our said United Kingdom of Great Britain and Ireland called Ireland; and, according to the tenor and effect of our Letter, under our Privy Signet and Royal Sign Manual, bearing date at our Court at St. James's, the twentieth day of February, one thousand eight hundred and sixty-one, in the twenty-fourth year of our Reign, and now enrolled in the Rolls of our High Court of Chancery in Ireland aforesaid, have granted, constituted, and declared, and by these presents for Us, our Heirs and Successors, We do grant, constitute, and declare, that the Right Honorable Patrick Lord Bellew, the Reverend Pooley Shulldham Henry, Doctor of Divinity, the Right Honorable Alexander Macdonnell, the Right Honorable Charles William Fitzgerald, commonly called the Marquis of Kildare, the Right Honorable Maziere Brady, our Lord Chancellor of Ireland, Robert Andrewa, Esquire, Q.C., LL.D., James Gibson, Esquire, the Very Reverend Walter Meyler, Doctor of Divinity, Jeremiah John Murphy, Esquire, Master in Chancery, the Right Reverend William Higgin, Lord Bishop of Derry and Raphoe, the Honorable Mountfort Longfield, LL.D., Judge of our Landed Estates Court, Ireland, the Right Honorable Thomas O'Hagan, our Attorney-General in Ireland, the Right Honorable Edwin, Richard Windham, Earl of Dunraven, the Right Honorable James Henry Monahan, Lord Chief Justice of our Common Pleas in Ireland, the Right Honorable David Richard Pigot, Lord Chief Baron of our Exchequer in Ireland, James Anthony Lawson, Esquire, LL.D., our Solicitor-General in Ireland, the Reverend John Hall, Laurence Waldron, Esquire, M.P., John Lentsaigne, Esquire, and John O'Hagan, Esquire, be the Commissioners of National Education in Ireland, and all and every other person and persons who shall from time to time be appointed a Commissioner or Commissioners of National Education in Ireland, by the Lord Lieutenant or other Chief Governor or Governors of Ireland for the time being (the said Commissioners, and all and every other person and persons so appointed by the Lord Lieutenant or other Chief Governor or Governors of Ireland, for the time being, to be removable at his or their pleasure) to be for ever hereafter one Body Corporate and Politic in deed and in name, and that the said Body Corporate shall be called "*The Commissioners of National Education in Ireland*," and them by the name of "*The Commissioners of National Education in Ireland*," into one Body Corporate and Politic, in deed, fact, and name, for ever, for Us, our Heirs and Successors, to direct, constitute, establish, confirm and declare; and that the said Commissioners of National Education in Ireland shall exercise and enjoy all and singular the gifts, grants, liberties, privileges and immunities, possessions, real and personal, whatsoever, by any Act or Acts of Parliament, or by the said recited Letters Patent, or by any Letters Patent granted and confirmed unto, and lawfully acquired by the said Body Corporate and Politic, or which might be exercised and enjoyed by them as members for the time being of the said corporation, and not hereby altered or amended. And We do hereby for Us, our Heirs and Successors, ordain, declare, and direct, that when the said Commissioners, or either or any of them, or any other person or persons to be appointed in their place or in succession to them, or any of them, shall by death, resignation, removal or otherwise, cease to be a Commissioner or Commissioners of National

Education in Ireland, that then and in every such case it shall and may be lawful for the Lord Lieutenant, or other Chief Governor or Governors of Ireland for the time being, by Warrant, under Hand and Seal, to appoint one other person in the place and stead of any such person so ceasing to be such Commissioner, respectively, so, however, that in case at the time of such appointment the minority in number of the members of the said Body Corporate and Politic shall be Protestants, the person so to be appointed shall be a Protestant, and in case at the time of such appointment the minority in number of the members of the said Body Corporate and Politic shall be Roman Catholics, the person so to be appointed shall be a Roman Catholic; it being our intention, that as far as practicable, one-half of the Members of the said Body Corporate and Politic shall always be Protestants, and the other half Roman Catholics; and every such person so to be appointed shall accordingly be and become one of the Commissioners of National Education in Ireland, and member of the Corporation by the said recited Letters Patent, and by these our Letters Patent to be constituted. And We do hereby for Us, our Heirs and Successors, grant, declare, and affirm, that it shall and may be lawful for the said Lord Lieutenant, or other Chief Governor or Governors of Ireland for the time being, if it shall appear fit to him or them respectively, to keep up the full number of twenty persons as Commissioners of National Education in Ireland; and that at all times, so long as the said full number of twenty persons shall be kept up, ten and not more than ten of such persons shall be persons professing the Roman Catholic religion. Provided, however, that the whole number of persons intended by virtue of such Letters Patent to be incorporated as aforesaid, do not at any time exceed twenty, but may consist of any less number. And further, We do hereby for Us, our Heirs and Successors, grant, declare, and appoint, that the said recited Letters Patent, dated the Twenty-sixth day of August, in the Ninth year of Our Reign, are to be in all respects confirmed, save as to so much thereof as relates to the names, number, and religious profession of the persons as aforesaid hereafter to constitute the members of the said Corporation, and the appointments to be from time to time made in future of the persons to fill the place of members ceasing to be Commissioners as aforesaid. And lastly, We do by these presents, for Us, our Heirs and Successors, grant unto the said Body Corporate, by the name of "*The Commissioners of National Education in Ireland*," and to their successors, that these, our Letters Patent, or the enrolment hereof, shall be in and by all things, good, firm, valid, sufficient, and effectual in the law, according to the true intent, and meaning thereof, and shall be taken, construed, and adjudged in the most favourable and beneficial sense, for the best advantage of the said Body Corporate and their successors, as well in all Courts of Records as elsewhere, and by all and singular the Officers and Ministers whomsoever and wheresoever of Us, our Heirs and Successors: Provided always, that these our Letters Patent be enrolled in the Rolls of our High Court of Chancery in Ireland, within the space of six calendar months next ensuing the date hereof. In WITNESS whereof WE have caused these our Letters to be made Patent. Witness, George William Frederick, Earl of Carlisle, our Lieutenant-General and General Governor of Ireland, at Dublin, the Eleventh day of March, in the Twenty-fourth Year of our Reign.

RALPH CUSACK, Clerk of the Crown and Hanaper. [SEAL.]

Enrolled in the Office of the Rolls of Her Majesty's High Court of Chancery in Ireland, on the Twenty-sixth day of March, One Thousand Eight Hundred and Sixty-one.

JOHN REILLY.

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sioners.

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FORM of LEASE to COMMISSIONERS of NATIONAL EDUCATION.

THIS INDENTURE made the day of in the Year of our Lord One Thousand Eight Hundred and BETWEEN of the first part of the second part: and THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND of the third part. WHEREAS the said Commissioners, by Her Majesty's Royal Charter, bearing date the 26th day of August, in the year of our Lord One Thousand Eight Hundred and Forty-five, have been incorporated, and are by said Charter empowered to take and hold lands as therein mentioned. AND WHEREAS the object of the system of National Education is to afford combined literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils. AND WHEREAS the management of such schools belongs to the respective Local Patrons thereof, who have the power of appointing the Teachers, subject to the approbation of the said Commissioners, and of removing them of their own authority. AND WHEREAS the said desirous that a National School, to be called National School, should be established on the principles aforesaid, on the lot of ground hereinafter demised. AND WHEREAS the sum required for the building and erecting the said intended School-house, and the finishing and furnishing thereof, amounts to the sum of AND WHEREAS application hath been made to the said Commissioners of National Education to approve of a Grant in aid of the sum so required. AND WHEREAS the sum of sterling has been raised, or is intended to be raised by voluntary contribution or local subscriptions towards defraying the expenses of the building, finishing, and furnishing said intended School-house. AND WHEREAS the said Commissioners of National Education have, in order to promote the establishment of the said School, by Minute bearing date the day of in the year of our Lord approved of the sum of sterling, to make up the said estimated sum of sterling, being paid out of the funds voted by Parliament to the Commissioners of Public Works for the erection of National Schools in Ireland. And the said has been nominated as Patron of the said intended National School, and has been approved of by the said Commissioners. NOW THIS INDENTURE WITNESSETH that the said in order to promote the said object, and in consideration of the said sum of by the said Commissioners of National Education so approved to be paid as aforesaid, doth by these presents grant and demise unto the said Commissioners of National Education, all that Lot of Ground, described in the Map thereof, on these Presents delineated, situate in the Townland of Parish of Barony of and County of containing and bounded To hold the same to the said Commissioners of National Education in Ireland, from the day of the date of these Presents, for and during Yielding therefor, during the said term, the Rent of One Penny on the Feast of St. Michael, in every year, if same shall be demanded. And it is hereby declared, that every school to be kept on the Premises hereby demised shall be subject to the Rules and Regulations of the said Commissioners, which are applicable to Schools vested in them, and the principal of which Rules are specified in the Schedule endorsed hereon and signed by the Secretaries of the said Commissioners, and to such further and other Rules and Regulations of the said Commissioners, as may, from time to time, be framed by them, in strict accordance with the fundamental principle above men-

tioned; and it is hereby agreed, that from and after the day of the date of these presents the said School-house shall be kept in repair by the said Commissioners. *Appendix.* *Rules and Regulations of Commissioners.* PROVIDED ALWAYS, and it is hereby further expressed and declared to be the true intent and meaning of these Presents, and of the several Parties hereto, that if the said his Heirs, Executors, Administrators, or Assigns, shall pay or cause to be paid to the said Commissioners of Public Works, or their Successors, all such Sum or Sums as they shall expend in building and establishing, as well as in additions or improvements to the said School, then and in such case, these Presents, and every thing herein contained shall cease and be void. PROVIDED ALSO, that in computing the amount of any additional Sums expended by the said Commissioners, no money laid out in repairs shall be taken into account, nor any Sum expended by them in any year in which the entire Sum so expended by them shall be less than Twenty-five Pounds. PROVIDED ALSO, that in case the said as Patron, shall be desirous of being discharged from the management of said School, or shall go or reside out of Ireland, or shall neglect or refuse, or become incapable to act as such Patron, or shall be anxious for any reason to be relieved from the Patronage of said School, it shall and may be lawful for him to nominate and appoint a Person, who shall, in the case of any of the events before mentioned arising, or in case of his death, succeed him as Patron; and that such successor shall have a like power of nomination, and such successor in each case, with the approval of the said Commissioners shall act as Patron accordingly; and in the event of such Patron or any of his successors declining, neglecting, or refusing to exercise the powers of appointment hereby given as aforesaid, that then, and in all or any of such case or cases, it shall and may be lawful to and for the said Commissioners to nominate and appoint such new Patron in the room of any such Patron as aforesaid, for the management of said School. PROVIDED ALWAYS, that the person in whose room any new Patron shall be appointed as aforesaid, shall not be liable for anything done or neglected after such appointment. And the said hereby for and Heirs, Executors, Administrators, and Assigns, covenant and agree to and with the said Commissioners that he and they, their and his Heirs, Executors, Administrators, and Assigns, shall and will from time to time, and at all times hereafter, upon the request of the said Commissioners, and at cost, do and execute all such further acts, deeds, and assurances in the law whatsoever, for corroborating and confirming these Presents as by the said Commissioners or their Counsel learned in the Law, shall be reasonably required or directed. And the said covenant with the said Commissioners of National Education in Ireland, that the said Commissioners, paying the said Rent, if demanded, shall and may possess the said Premises for the said term, without any disturbance from the said Heirs, Executors, Administrators, and Assigns. IN WITNESS whereof the said hereunto put Hand and Seal, and the said Commissioners have caused their Corporate Seal to be affixed hereto, the Day and Year first above written.

*Signed, Sealed, and Delivered by the said }
in the presence of }*

Appendix.

Rules and
Regulations
of Commis-
sioners.

XXXVIII. (b.)

FORM OF LEASE TO TRUSTEES.

THIS INDENTURE made the day of in the Year of our Lord One Thousand Eight Hundred and BETWEEN of the first part Trustees for the purposes hereinafter mentioned of the second part, and the Commissioners of National Education in Ireland, of the third part. WHEREAS the object of the system of National Education is to afford *Combined* literary and moral, and *Separate* Religious Instruction, to Children of all persuasions, as far as possible in the same School, upon the fundamental principle that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils. AND WHEREAS the said desirous that a National School, to be called National School, should be established on the principles aforesaid, and a suitable School-house and Premises for the same be built and erected on the lot of ground hereinafter described, and for that purpose that the said lot of ground should be demised to and vested in the said who have been nominated as Trustees of the said intended National School and Premises, and have been approved of by the said Commissioners of National Education. AND WHEREAS the sum required for the building and erecting the said intended School-house, and the finishing and furnishing thereof, amounts to the sum of AND WHEREAS application hath been made to the said Commissioners of National Education to approve of a Grant in aid of the sum so required.

AND WHEREAS the sum of sterling has been raised, or is intended to be raised by voluntary contribution or local subscriptions towards defraying the expenses of the building, finishing, and furnishing said intended School-house. AND WHEREAS the said Commissioners of National Education have, in order to promote the establishment of the said School, by Minute bearing date the day of in the Year of our Lord approved of the sum of sterling to make up the estimated sum of sterling, being paid out of the funds voted by Parliament to the Commissioners of Public Works for the erection of National Schools in Ireland.

NOW THIS INDENTURE WITNESSETH that the said in order to promote the said object, and in consideration of the said sum of by the said Commissioners of National Education so approved to be paid as aforesaid, by these presents grant and demise unto the said and their Executors, Administrators, and Assigns, all that Lot of Ground, described in the Map thereof, on these Presents delineated, situate in the Townland of Parish of Barony of and County of containing and bounded To hold the same to the said and their Executors, Administrators, and Assigns, from the day of the date of these presents for and during

NEVERTHELESS upon the trusts hereinafter mentioned they the said and their Executors, Administrators, and Assigns, yielding therefor, during the said demise, the Rent of One Penny on the Feast of St. Michael, in every year, if same shall be demanded. AND it is hereby declared that the said demise is so made upon trust that a National School in connexion with the said Commissioners of National Education shall at all times, during the term aforesaid, be maintained upon the said premises, and that every school to be kept on the premises hereby demised shall be subject to the rules and regulations of the said Commissioners of National Education applicable to schools vested in trustees, which rules are specified in the Schedule endorsed hereon, signed by the Secretaries of the said Commissioners of National Educa-

tion. PROVIDED that in case they the said and or either of them, their or any of their heirs, executors, administrators, and assigns, or any future trustee to be hereafter appointed by virtue of these presents, shall die or be desirous of being discharged from the trust hereby created, or shall go or reside out of Ireland for a continuous period of twelve calendar months, or shall neglect or refuse for three calendar months after demand made in writing by the said grantor, his heirs, executors, and assigns, or by the said Commissioners of National Education or their successors, to carry out the trusts of these presents according to the true intent hereof, or become incapable to execute such trusts, it shall and may be lawful to and for the surviving or continuing trustee or trustees to nominate and appoint a new trustee or trustees in the room of any such trustee or trustees, every such new trustee or trustees to be first approved of by the said Commissioners of National Education or their successors for the time being; and in case any such surviving or continuing trustee or trustees shall neglect or refuse to exercise the powers of appointment hereby given as aforesaid within six calendar months after all or any of the events hereinbefore mentioned shall take place, or in case the office of trustee shall, from any cause whatever, be wholly vacant for the space of twelve calendar months, that then, and in all or any of such cases, it shall and may be lawful to and for the said Commissioners of National Education or their successors for the time being to nominate and appoint such new trustee or trustees in the room of any such trustee or trustees as aforesaid, upon the like trusts as are hereinbefore mentioned, and that thereupon the said premises hereinbefore mentioned shall be conveyed and assigned so as that the same shall vest in such new trustee or trustees so to be nominated and approved as aforesaid, either jointly with any surviving or continuing trustee or solely as the case may require upon the like trusts, and to and for and subject to the like uses, intents, regulations, conditions, and purposes as are hereinbefore mentioned, expressed, and declared or referred to, of and concerning the same. PROVIDED ALWAYS, that the person in whose room any new trustee shall be appointed as aforesaid shall not be liable for any thing done or neglected after such appointment. AND the said and do hereby for themselves, their heirs, executors, administrators, and assigns, jointly, and each of them doth for himself, his heirs, executors, administrators, and assigns, severally covenant with the said Commissioners of National Education and their successors for the time being as aforesaid in manner following, that is to say, that they the said trustees as aforesaid, and each of them, their and each of their executors, administrators, and assigns, shall and will from time to time, and at all times hereafter, well, truly, diligently, and faithfully do, execute, and perform all and every, the uses, trusts, regulations, and conditions, and for the purposes hereinbefore mentioned, expressed, and declared, or referred to, and in them, as such trustees, reposed. And in case it shall happen that at any time hereafter default shall be made in the due execution and performance of all or any of the said trusts, regulations, uses, conditions, and purposes hereinbefore mentioned and expressed, that then and in all or any of such case or cases they the said trustees, or one of them, their or one of their heirs, executors, administrators, or assigns, shall and will, if required by the said Commissioners of National Education or their successors for the time being, well and truly pay or cause to be paid back unto the said Commissioners of Public Works or their successors for the time being, as aforesaid, the said sum of sterling, so paid in aid of the erection of said National School as aforesaid. AND the said for heirs, executors, administrators, and assigns, by

Appendix A
Rules and
Regulations
of Commis-
sioners.

Appendix A. these presents, and they the said and for themselves, their heirs
Rules and executors, administrators, and assigns, do by these presents covenant
Regulations with the said Commissioners of National Education and their successors
of Commis- for the time being as aforesaid, that the said heirs, executors,
sioners. administrators, and assigns, and they the said and and each of
 them, their and each of their executors, administrators, and assigns,
 shall and will, from time to time, and at all times hereafter upon
 the request of the said Commissioners of National Education or their
 successors for the time being, and at their own proper costs and charges,
 do, perform, and execute all and every such further and other act and
 assurance in the law whatsoever, as well for corroborating and
 confirming these presents, as also for the further and better demising,
 assuring, and confirming all and singular the hereinbefore granted and
 demised lot of ground and premises, to the several uses and upon, for,
 and subject to the several trusts, intents, regulations, and purposes
 hereby respectively mentioned, expressed, and declared, of and concern-
 ing the same as by the said Commissioners of National Education
 or their successors, for the time being, their or any of their Counsel
 learned in the law shall in that behalf be reasonably advised, devised,
 required, demanded, or directed. Provided always, and it is hereby
 declared that it shall be lawful for the trustees or trustee for the time
 of these presents, with the approbation of the Commissioners of National
 Education in Ireland for the time being, testified by deed under their
 common Seal, and with the consent in writing of the said or other
 the person or persons for the time being entitled beneficially to the said
 premises, hereby demised, in reversion, expectant upon the term hereby
 granted by any deed or deeds executed by the said trustees or trustee in
 the presence of and attested by two or more witnesses, to revoke all
 or any of the trusts and purposes hereinbefore declared concerning the
 premises hereby demised. AND that thereupon it shall be lawful for the
 trustee or trustees for the time being of these presents with the consent
 in writing of the said or other the person or persons for the time
 being, entitled beneficially to the said premises hereby demised in
 reversion, expectant upon the term hereby granted by any deed or
 deeds attested as aforesaid to declare such new or other trusts concerning the
 same, as to the said trustee or trustees shall seem meet. PROVIDED ALSO
 that if the trustees or trustee for the time being of these presents shall*

[If the Grantor desire to reserve to himself and his representatives the right of being a
 party to the revocation of the Trusts, the following words "with the consent in writing
 of the said [Grantor], his Heirs, Executors, Administrators, or Assigns," should be
 inserted at *]

pay or cause to be paid to the said Commissioners of Public
 Works or their successors the said sum of together with such further
 sum or sums as the said Commissioners shall hereafter expend in
 additions or improvements to the said School, then and in such case all
 and every the trusts and purposes hereinbefore declared concerning the
 premises hereby granted shall cease and be void. PROVIDED that in
 computing the amount of any additional sums expended by the said
 Commissioners, no money shall be taken into account expended in any
 year on which the entire sum so expended by them shall be less than
 Twenty-five pounds. IN WITNESS whereof the said hereunto put
 Hand and Seal and the said Commissioners have caused their
 Corporate Seal to be affixed hereto the day and year first before written.

Signed, Sealed, and Delivered
by the said

XXXVIII. (c.)

Appendix A.

Rules and
Regulations
of Commis-
sioners.

FORM of DEED for APPOINTING NEW TRUSTEE.

THIS INDENTURE made day of in the year of our Lord One Thousand Eight Hundred and between of the first part; the COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND of the second part; and of the third part, WHEREAS by indenture of lease bearing date the day of made between of the first part, the several persons therein named and described as the Commissioners appointed for administering the funds placed at the disposal of His Excellency the Lord Lieutenant of Ireland for the Education of the Poor of Ireland, of the second part, and Trustees named and approved of by and on behalf of the said Commissioners of the third part, after reciting as is therein recited, the said Indenture Witnessed that the said for the considerations therein mentioned, demised unto the said as trustee aforesaid all that lot or piece of ground situated in the townland of parish of barony of and county of whereon there had been built a school-house for the education of the poor children in the parish aforesaid, containing in front feet, or thereabouts, and in breadth in the rear feet, or thereabouts, and in depth from front to rear feet, or thereabouts, bounded as follows, that is to say— together with all buildings and improvements erected and made thereon, and all and singular the rights, easements, and appurtenances to the said lot of ground and premises in anywise appertaining, which said lot of ground is more particularly described by the map thereof on said indenture of demise inserted. To HOLD the same to the said their Executors, Administrators, and Assigns, for and during upon the trusts and for the purposes therein declared concerning the same, subject to the yearly rent of One Penny, payable on the feast of St. Michael in each year. And it was by the said Indenture provided that in case any of them the said or any Trustee to be appointed by virtue of the said Indenture, should die, or be desirous of being discharged from the trusts thereby created, or should go or reside out of Ireland, or should neglect, or refuse, or become incapable to execute such trusts, it should be lawful to and for the surviving or continuing Trustee or Trustees, to nominate and appoint a new Trustee or Trustees, in the room of any such Trustee or Trustees, such new Trustee or Trustees to be first approved of by the said Commissioners or their successors for the time being; and in case any such surviving or continuing Trustee or Trustees should decline, neglect, or refuse to exercise the power of appointment thereby given as aforesaid, within six calendar months after all or any of the events thereinbefore mentioned should arise, happen, or take place, that then and in all or any of such case or cases, it should be lawful to and for the said Commissioners or their successors for the time being, to nominate and appoint such new Trustee or Trustees as aforesaid, upon the like trusts as were thereinbefore mentioned; and that thereupon the said premises should be conveyed and assigned so as that the same should vest in such new Trustee or Trustees so to be nominated and approved of aforesaid, upon the like trusts, and to and for the like uses, intents, regulations, conditions, and purposes as are thereafter expressed and declared of and concerning the same. AND WHEREAS the said departed this life, leaving the said Co-Trustee surviving. AND WHEREAS the said desirous of appointing to be Trustee of the said recited Indenture in the place and stead of the said deceased.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

NOW THIS INDENTURE WITNESSETH that in pursuance of such desire, and by virtue and in exercise of the power by the said recited Indenture reserved to the said and of every other power or authority in any wise enabling in this behalf, the said with the consent and approbation of the said Commissioners of National Education in Ireland, testified by joining in the execution of these Presents hereby nominate and appoint the said to be Trustee in the place of the said deceased, for the purposes of said Indenture. And this Indenture further Witnesseth, that with the sanction of the said Commissioners of National Education in Ireland, testified as aforesaid, the said doth by these Presents, grant and assign unto the said all that lot or piece of ground hereinbefore and in said Indenture of demise of the day of and hereinbefore particularly mentioned and described, and all the estate, right, title, trust, possession, claim, and demand, both at Law and in Equity of the said of, in, and to the said premises, with their appurtenances, together with the said Indenture of demise, and all benefit and advantage thereof, To HAVE AND TO HOLD the same, with the appurtenances, unto the said their Executors, Administrators, and Assigns, henceforth for and during the in said Indenture mentioned upon the trusts, and subject to the payment of the rent and the performance of the Covenants in said Indenture reserved and contained. IN WITNESS whereof the said parties of the first and third parts have hereunto affixed their Hands and Seals, and the said Commissioners of National Education in Ireland have caused their Corporate Seal to be affixed hereto, the day and year first above written.

APPENDIX B.

INSPECTORS OF IRISH NATIONAL SCHOOLS.

NATIONAL SCHOOL DISTRICTS AND INSPECTORS IN CHARGE, 31st MAR., 1886.

HEAD INSPECTORS.

Name.	Post Town.	Districts in Charge.
Patterson, James,	Dublin, .	38, 40, 41, 43, 44, 45, 47, 49, 50, 53.
Molloy, John,	Dublin, .	19, 25, 26, 29, 30, 33, 57, and three Training Colleges.
MacSheehy, Brian, LL.D.,	Cork, .	39, 46, 51, 52, 54, 55, 56, 57, 58, 59, 60, 61.
McCallum, J., A.M.,	Belfast, .	4, 8, 9, 10, 11, 16, 17, 18, 23, 24.
Seymour, M. S., A.M.,	Londonderry, .	1, 2, 3, 5, 6, 7, 71, 13, 14, 15, 31.
Newall, Wm. O'B., A.M., C.R.,	Athlone, .	12, 20, 21, 22, 26, 27, 32, 34, 35, 36, 42, 45.

DISTRICT INSPECTORS.

No. of District.	Official Centres.	Inspectors in Charge.	No. of District.	Official Centres.	Inspectors in Charge.
1	Lettickenny, .	McNamara, J. C., R.A.	31	Ballinamore, .	Warner, J. M'K., A.B.
2	Londonderry, .	Bole, Wm., A.M.	32	Tuam, .	Hogan, J. P.
3	Culcainne, .	Dalton, J. P. (pro tem.)	33	Mullingar, .	Dewar, E. P., M.A.
4	Ballymena, .	Starrick, S.	34	Galway, .	Dawson, E.
5	Donegal, .	McClintock, W. J., M.A.	35	Ballinasloe, .	Barrett, J., A.B.
6	Strabane, .	Nicholls, William.	36	Parsonstown, .	Purser, A.
7	Maghera, .	Steele, J., LL.D.	37	Dublin, North, No. 2.	Molloy, M.
7a	Cockstown, .	MacMillan, W.	38	Dublin, South, No. 1.	(Vacant.)
8	Belfast, North, .	Moran, John, LL.D.	39	Lisowal, .	Bateman, G., R.A.
8a	Curriclurgus, .	Osborne, A. T.	40	Dublin, S. No. 2.	Brown, S., LL.D.
9	Belfast, South, .	Gordon, John, A.M.	41	Portlannington, .	O'Hara, T., A.M.
10	Newtownards, .	Shaffington, J. B.	42	Gort, .	Cox, H.
11	Lurgan, .	Brown, James, A.M.	43	Thurles (Temple- more pro tem.)	O'Donoghue, J. J., A.M.
12	Sligo, .	Roantree, D. J.	44	Athy, .	Macdonnell, J.
13	Enniskillen, .	Hynes, J. J., A.M.	45	Ennis, .	Brown, W. J., M.A.
14	Omagh, .	Alexander, T. J., A.B.	46	Tipperary, .	McKell, R. C., M.A.
15	Dungannon, .	Hamilton, A., A.M.	47	Kilkenny, .	Kearns, M., A.B.
16	Armagh, .	Rodgers, J. W., A.M.	48	Yongfort, .	Weir, W. M., A.B.
17	Dewapatriek, .	Healy, William.	49	Waterford, .	Strang, S. E., A.M.
18	Managlan, .	Headon, W. P., A.B.	50	Fenniscorthy, .	Macaulay, P. T.
19	Newry, .	MacCreaner, E.	51	Limerick, .	Sullivan, M., A.B.
20	Bellina, .	O'Connell, J. A., M.A.	52	Butteheads, Co. Limerick.	Loughnan, J. M.
21	Ballyhadareen, .	Smith, C.	53	Clonmel, .	Dugan, C. W., A.M.
22	Boyle, .	Bamford, W., R.A. Lond.	54	Trales, .	Connolly, W. R. P., R.A.
23	Cavan, .	Farley, P.	55	Millstreet, .	Shannon, P.
24	Ballinacorney, .	Wardley, H., M.A.	56	Malrow, .	Brown, W. A., A.B.
25	Dundalk, .	Adair, S., A.M.	57	Killarney, .	Ross, J., A.B. (pro tem.)
26	Westport, .	Mullally, M., A.M.	58	Bantry, .	Beatty, H. M., A.B.
27	Rosecommon, .	McElwaine, A. J., M.A.	59	Dunmawney, .	Pedlow, W., A.B.
28	Longford, .	Dunnevan, H. A., A.M.	60	Cork, .	Beecroft, John.
29	Trim, .	Cowley, A. S., A.B. Lond.	61	Bandon, .	Connellan, P.
30	Dublin, North, No. 1.	O'Callaghan, G.B., C.R.			

AGRICULTURAL SUPERINTENDENT,

Thomas Carpell, Esq.

Inspectors not in
charge of Districts.
Ross, James, A.B.
Dalton, J. P.

Inspectors Assistants.

Station.

Robertson, William,	Derry.
Clements, William T.,	Belfast.
Alman, Samuel,	Dublin.
O'Sullivan, Michael,	Cork.
Lehane, Daniel, A.B.,	Limerick.
Bartley, William, A.B.,	Dublin.
Bartley, Charles,	Dublin.
Smith, John,	Dublin.

Appendix B.

List of
Inspectors
of National
Schools.

APPENDIX C.

Appendix C.

Reports on
State of
Schools.

GENERAL REPORTS on the STATE of the SCHOOLS, for the year 1885.

The Commissioners desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in these Reports, nor do they feel called upon to adopt any suggestions they may contain.

Mr.
Patterson,

General Report of Mr. PATTERSON, Head Inspector.

GENTLEMEN,—During the three years 1883–5, for which I have now to furnish a general report, the districts under my superintendence were the same as in the previous three years, viz. :—

District No.	Official Centre.	District Inspector.	District No.	Official Centre.	District Inspector.
23	Dublin, S. W.,	W. O'B. Newell, A.M., C.R.	46	Tipperary,	A. C. Cowley, A.R., Lond., till April, 1884.
40	Dublin, S. E.,	S. Brown, LL.D.			
41	Portarlington,	Thos. O'Hara, A.M.	47	Kilkenny,	E. C. McKell, M.A. J. M. Loughnan, till March, 1885.
48	Templemore,	F. Hardley, till April, 1884.			
		M. Sullivan, A.R., till Sept., 1885.	49	Waterford,	M. Keenan, A.R., thereafter.
		J. J. O'Donoghue, A.M., thereafter.	50	Ennisceorthy,	M. Mooney.
44	Athy,	James Macdonnell.	53	Clonmel,	P. T. Macaulay. C. W. Dugan.

In this period fifty-one schools were added to the previously recognised number, and grants were made for building thirty-five new school-houses for fifty-one schools already in connexion.

Of the fifty-one schools added, seven are taught by nuns and one by monks; most of these are large schools, some of them very large; Twenty-eight are ordinary schools to which full grants were made; fifteen are schools attended by small numbers of pupils (Protestants in Roman Catholic localities), to which modified grants were made. The attendance at twenty-two is composed altogether, or nearly so, of Roman Catholics, and that at twenty-nine (including those to which modified grants were made) altogether, or nearly so, of Protestants of the late Established Church. The rules of the board securing parental rights in regard to religious instruction are observed in all.

The numbers of children in this group of districts who (having attended school at least 100 days, exclusive of Saturdays, within the last twelve months) were examined in 1885, was 86,920, thus distributed ;

In Model Schools,	817, about 1 per cent.
" Convent "	17,915, " 26 "
" Monks "	449, " 1 "
" Workhouse "	1,266, " 1 1/2 "
" Ordinary "	66,383, " 76 "
Total,	86,920

The "Model Schools" included in this table are those at Inchicore, Athy, Kilkenny, Waterford, Ennisceorthy, and Clonmel, all comparatively small. They are in general, efficiently conducted, the boys attending

them being well prepared for commercial situations, for the Civil Service, for occupation as teachers, &c., and seldom failing to obtain employment; and the girls fitted for many situations that would otherwise be unattainable by them.

Appendix C.

Reports on
State of
Schools.Mr.
Patterson

The Convent schools receive about one-third of the girls attending school, and about the same proportion of infant boys. The school-houses are excellent and amply supplied with all requisites. Most of these schools are highly efficient in nearly all respects, and are becoming more so year by year. They are particularly successful in teaching reading with fluency, writing and needlework, and in cultivating a good moral tone. The pupils trained in them are generally remarkable for polite demeanour, cheerfulness, obedience, and regard for neatness and order.

Monks give instruction to about one per cent. of the boys attending the National schools in this circuit, but the schools of the Christian Brothers (which are unconnected with the system administered by the Commissioners) are attended by a much larger number. Three of the four monastery schools on which I report are held in capacious and suitable buildings, well fitted up, and produce very fair results; the other when I examined it some years ago, was not so good, but I understand it has improved since.

The programme of instruction followed in the workhouse schools being the same as that which is prescribed for all others, the proficiency of the pupils is usually found to equal that of the corresponding classes in the ordinary National schools.

Three-fourths of the school-going children attend "ordinary National schools," conducted by certificated lay teachers. These vary greatly in efficiency and usefulness; many produce admirable educational results; some (but a diminishing number) results that are not of much value. The difference arises from various causes—the goodness or badness of the school-house; the suitability or unsuitableness of its position; the circumstances of the pupils' families; the co-operation of the manager; above all, the zeal and intelligence of the teacher. Some teachers have large and well instructed classes in extremely unsuitable premises, but some, who have the advantages of superior accommodation and more favourable surroundings fail to attract pupils or make scholars. In every district in my group, there are striking examples of the transformation of schools from utter uselessness to great success through the energy and ability of a new teacher, especially when he or she is cordially supported by the manager. And there are many instances of the establishment by new managers of very flourishing schools in places where previously it had been thought there was no need for one.

The kindergarten system has been, or is being, introduced into several of the infant schools connected with convents in this circuit, and the infant departments of some of the model schools. In large towns I think it is a good thing, interesting, refreshing and instructive to the children: in rural places the children having more open air and healthy exercise, and more interesting objects of observation at hand, can receive excellent physical and mental training from a skilful teacher without resort to the more artificial kindergarten.

I have not yet met with any classes learning handicraft, except of girls at needlework and the sewing-machine. Some practice in school with a few tools at operations constantly necessary in every household would be attractive to boys, and might induce many to go to useful trades, at which they would be better off than in attending counters, which is now the aim of far too many. Instruction of a practical kind in drawing

Appendix C. is very desirable; but the teachers ought to be able to explain the principles on which drawing is to be done, and should see them attended to. They should also habitually illustrate on the blackboard the lessons in most parts of the school programme, and teach the pupils to do so.

Mr. Patterson. The instruction in singing is effective in some model and convent schools, and few others. In most cases the pupils presented for examination fail to read in time, and do not attempt to sol-fa.

Of the ordinary subjects of instruction, writing and arithmetic receive most attention. In some schools pains are taken, and with conspicuous success, to cultivate a pleasing and intelligent style of reading; but in many the pupils of the senior classes are not taught to read, and consequently make little or no improvement. The difference is noticeable in schools under the same roof; thus in a model school which I recently examined, while the reading of the boys was natural and intelligible, and indicated satisfactory knowledge of the meaning and application of the words, and the drift of the sentence, that of their sisters in the adjoining department was hurried and blundering, and gave little or no indication of apprehension of the subject of the lesson.

In a good many schools grammar is sufficiently well taught for ordinary purposes, and the letters written by the senior classes on subjects prescribed by the examiner are neat and appropriate. In the same schools it is usually found that topical geography is taught with considerable success, which would be greater, however, did the teacher make more use of the blackboard in rough-sketching maps and plans, and accustom the children to do the same, a much more effective means to the end than tedious and elaborate map copying on paper.

An indispensable part of the school programme for girls—skillful use of the needle—is seldom neglected. The specimens worked at the annual examinations are nearly always as good as can be wished for from the children who execute them, but there might be more variety of work. The want of suitable materials on which to practise is an obstacle to the teaching of cutting out and making up clothes.

Agriculture and book-keeping which may now be taught to both boys and girls, are, I think, gradually gaining more attention. I have latterly found them taught with more success than I did till a year ago.

The “extra subjects” usually taught to boys are geometry (Euclid), mensuration, and algebra. In schools under first and second class masters, most of the boys above fourteen years of age acquire a fair knowledge of one, two, or three books of Euclid, of the rules for measuring regular surfaces and solids, and of the resolution of simple equations and easy quadratics. Occasionally a small class at Latin or French is met with; more frequently a larger class at physical geography.

Girls, too, are frequently presented for examination in physical geography, and in domestic economy, hitherto without highly distinguishing themselves, owing to the notion of the teachers that those subjects do not require thoughtful study. Occasionally French is taught to girls in model schools and in convent schools with some success; seldom in ordinary schools.

Teachers are advancing in skill, and will further improve through the excellent training all appointed henceforward are pretty sure to receive in one or other of the training colleges. Managers will no longer have to complain of the limited number of qualified competitors for situations. Aspirants to the office of teacher, not deficient in ability, but lacking the skill acquired through training, are already numerous, and well may

be so, considering the good income and other advantages obtainable by any steadily industrious and intelligent teacher of a National school, and as these advantages become better known the competitions for the office will become still more keen.

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The improved scale of capitation payment to the conductors of convent schools was an act of justice which they appreciate, and the additional "merit grant" to the highly efficient is a most useful stimulus. Both together they have enabled the communities to expend sums on the improvement of their school-houses and apparatus, and the increase of their teaching staff that previously they could not afford.

Mr.
Patterson.

The competition for the distinction of gaining the Carlisle and Blake premiums continues to produce the best results. Nearly every school examined for this competition and many others, the teachers of which are emulous of being admitted to it, are models of what ordinary National schools ought to be, and exert a beneficial influence on all around them.

The increasing recognition by teachers of the advantages to be secured by continuing in the Board's service and proving themselves deserving of the superior situations in it, stimulates greater numbers now than formerly to aspire to the higher classes, and greater numbers have at the examinations in recent years succeeded in gaining promotion.

The duties of the District Inspectors in conducting the examinations and general inspection of the schools, and the examinations of teachers and monitors, in addition to the occupation for many hours weekly at correspondence, have become excessively burdensome and wearing. The appointment of additional assistants, if the number of inspectors be not increased, is urgently necessary.

I have the honour to be, gentlemen,

Your obedient servant,

JAMES PATTERSON.

The Secretaries,

Education Office.

Mr. MACNAMARA.

Mr. Mac-
Namara.
Letter-
kenny.

Letterkenny, 27th February, 1886.

GENTLEMEN,—In compliance with the instructions contained in your letter of the 28th November last, I beg to forward my general Report on the schools of this district, which has been under my charge since the 1st March, 1883.

At the present date there are in operation 147 schools; there is no model school in the district, nor is there any convent. About thirty-five of the school buildings are vested, twenty being vested in the Commissioners and fifteen in trustees. The houses vested in the Board are kept in good repair and order without trouble or expense on the part of manager or teacher. A few of them are as yet unenclosed in any way; it would be of great advantage to have this defect remedied, especially in the case of Meenacaddy and Ballinamore Schools. Several of the houses vested in trustees are still in a fair state of preservation, but some of them are being allowed to fall into bad repair, with little prospect of being attended to, either by the trustees or by the managers. As these houses

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are generally larger and more imposing structures than the ordinary non-vested schools, a greater annual outlay would be required to keep them in suitable condition.

Most of the non-vested houses are substantial, useful buildings; about thirty are unsuitable, but there are not more than ten or twelve really bad ones in the district, the worst being Ducarry and Falmore, and two hovels which are called schools on Innisfree and Inniskernagh Islands. In one important respect a great many of the non-vested, and some even of the vested houses are unsuitable, inasmuch as they are incapable of affording proper accommodation for the increased attendance during the winter months; in summer they are quite large enough, but in winter the space accommodation is too often very deficient.

To keep the non-vested school-houses and those vested in trustees in a proper state of repair is a difficult undertaking in districts like this, where only local funds are forthcoming for the purpose. At least £3 a year would be required to keep an ordinary school-house in a thorough state of repair; an outlay of £10 would scarcely be sufficient for a vested building. If each manager had only one or two schools to supervise, the burden would not be great, but since some managers, and those living in the poorest parishes, have eight or ten or even a larger number of schools under their charge, it is evident that the expenses connected with the maintenance of their schools must be a heavy tax upon these gentlemen. A few of them, I regret to say, expect their teachers to defray the cost of repairing, painting, &c., a plan which is, to say the least, injudicious. The teachers' incomes are meagre and uncertain enough without being diminished by expenses with which they ought to have no concern.

The furniture and school apparatus are usually on a par with the condition of the buildings; in the vested and the better class of non-vested houses, there is generally a sufficient supply of suitable desks and other furniture. Where the condition of the house is unsatisfactory, the school appliances are also as a rule unsatisfactory.

The placing of the desks, maps, tablets, &c., does not receive sufficient attention from the majority of teachers, too many of whom, I regret to say, exhibit a reprehensible apathy in regard to the neat and orderly appearance of their schools. Such details they look upon as matters of trivial importance and are prone to neglect, if not continually spurred on to pay attention to them.

Before proceeding to offer any remarks on the state of education in the schools under my charge, it will be necessary to sketch, as briefly as possible, the character of the district and the social condition of the people, as the school life of the children appears to be influenced by their home life to a greater extent perhaps in this county than in any other part of Ireland.

The district embraces the whole of north-western Donegal, together with the outlying islands, and may be said to be bounded on the south by the straight road running from Glenties to Letterkenny. To the south and east, in the neighbourhood of Letterkenny, there are a few schools belonging to the district, but the great bulk of them are situated to the north of the line mentioned. Excepting the valleys of the Swilly and the Lennon, and a small portion of Fanad lying to the north of Ramelton, this tract of country is exceedingly bare and sterile, consisting as it does almost entirely of hill and moorland. In the interior the population is very sparse—there is one large tract of over 100 square miles in extent containing few houses and no school—but all round the sea-coast, from Glenties northwards to Gweedore and thence eastwards

to Mulroy Bay, the country is more thickly populated than any other rural part of Ireland with which I am acquainted. As the coast-land is not more fertile than the land of the interior, it is difficult to discover the causes that led the people to desert the highlands for the shore. Probably, at one time, fishing formed the great staple of subsistence. Fishing is still carried on along some parts of the coast, but not to any great extent, and most of the fish taken is reserved for home consumption, little being exported except lobsters. Kelp-burning also was at one period a source of comparatively large incomes, but of late years, the price of kelp has fallen so low that the making and selling of it brings but little profit. In my opinion, the principal cause of the density of population along the coast lies in the fact that the manure, on which the people have chiefly to depend, can be had only by the sea, being the sea-weed or "wrack" which is cast up by the waves at certain seasons of the year. The time and labour expended in conveying this manure to inland farms would never be repaid by such crops as the land could be made to yield.

Whatever the reason may be, the fact remains that the sea-coast is the only densely populated part of the district. In some places, the houses cluster so thickly as almost to resemble villages, and the farms—if such patches can be called farms—on which scanty crops of oats, and potatoes are grown, are on an average, I think, not more than quarter of an acre in extent. Needless to say, a family could not be supported from the produce of one of these farms, so the people are forced to have recourse to other means to supplement the income derived from the land. For this purpose, the whole adult male population migrate annually to Scotland and England for harvest work, and even the children—boys and girls from nine to fourteen years of age—are sent from home, not to Scotland, but to the more fertile parts of Donegal and the neighbouring counties, where they are employed by the richer farmers, principally, I believe, in herding. Towards the close of September, old and young return. For a month or six weeks they are occupied in getting in their own harvest, and it is not until the end of November, or thereabouts, that the children, who had been engaged in minding house or other home occupation while their elders were absent, are set free to attend the schools. With them also attend a good many of those children who had been away at service.

From this sketch it will be seen that the attendance must necessarily fluctuate to a very great extent throughout the year. In November, as I have said, the children begin to attend; the numbers increase until, in January, the maximum is attained, and for three months the schools are crowded. About the beginning of April, the pupils begin to disperse for spring work, remaining absent until June, when the schools are fairly attended again for a month or two, but not to such an extent as in the early part of the year. Not unfrequently during the period of high attendance, a single teacher will be found with sixty or eighty children under his care, in a house scarcely large enough for thirty. I have seen over 100 children present in such houses. For example, on the 23rd October, 1884, I visited a National School, and found eight pupils present. This school is situated by the seashore in the extreme western portion of the district. On the occasion of a visit paid to the same school on the 27th of the following December, there were 106 pupils present under a principal and an assistant. The house is a small one, about 22 × 14, thus affording, according to official calculation, sufficient space accommodation for thirty-eight pupils. In my

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Appendix C. note book I find the following entry, having reference to my first visit in October :—

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"884 attendances might have been made by the pupils of first class during present month; only thirty-four actually made, yet most of these pupils have been kept away to help at home work."

What can be expected from schools circumstanced like this? During a few months they are over-crowded, and for the rest of the year almost empty. And to make matters worse, most of the children who attend in this irregular fashion do not employ their time while at school to the best advantage—too often perhaps are unable to do so. They are unpunctual in morning attendance; they rarely learn home lessons; some of them are too poor to purchase the books required for the different classes; in many instances the price of a few copy-books during the school-going season appears to be beyond the reach of their slender means.

The illustration I have given is not the most effective that could be produced, except perhaps in this respect, that there is not always such a great disproportion between the space accommodation and the numbers in actual attendance. In the next parish, where the character of the attendance is even worse, the school-houses, being mostly vested in the Board, are more comfortable, if not more commodious.

About ninety of the 147 schools of the district are affected by irregularity of attendance. All the schools suffer more or less from this drawback, but in ninety of them the periodical rise and fall of the attendance is so great as to interfere in a marked degree with their efficient working. Of the remaining fifty-seven I do not intend to treat at any length in this Report. They are, I think, neither better nor worse than the ordinary National schools of the country. Five of them may be classified as "good"; half the remainder are fairly efficient; ten are middling; the rest bad. The inefficiency of these schools proceeds immediately of course from unskilful teaching, but unskilful teaching may have for its origin any one of several causes. In this case it is usually produced by the desire which exists amongst the various religious denominations in certain portions of the district, to have separate schools for the use of their own children. Where the number of children of each denomination is sufficiently large to maintain a healthy attendance, as, for example in the towns, this tendency does not act injuriously on elementary education. In town schools trained and efficient teachers as a rule are to be found, but in rural districts, where the number of school-going children of each denomination is necessarily small, the tendency to over-multiplication of schools is always followed by the worst results. Needless to say, highly classed or experienced teachers cannot be procured for such schools, which are generally given in charge to the most eligible pupil, or to a pupil from a neighbouring school. It is rare indeed to find one of these schools properly conducted. The pupils of the junior classes are sometimes taught with a fair amount of efficiency; but in the fourth and higher classes, the teaching, being of a desultory and unsystematic character, is rarely attended by satisfactory results. I can call to mind only one school of this description in which all the classes are efficiently instructed. It is under an intelligent second class female teacher. I fear, however, as she has been making strenuous exertions for some time past to obtain a better situation, the school will soon lose her services, in which case it will quickly drop to the unsatisfactory level of its congeners.

I have frequently thought that in the case of such schools, and indeed of all inefficient schools, a great step towards their improvement would be taken if teachers would only endeavour to follow the time table more strictly than they usually do. Of course every teacher who desires to have an efficient school regards this as indispensably necessary—as the A B C of teaching. The first thing noticeable in all well conducted schools is the strict attention paid to the time table, and the persistent regularity with which the changes take place the moment the hour strikes. I think that if a classification of the schools of a district were made, having regard to the manner in which the time table is observed, it would be found to correspond in a wonderful degree with a classification based upon examination. If then an untrained or a young teacher were to use his best efforts in drawing up a time table suitable for the requirements of his school, and endeavour to adhere strictly thereto, paying due regard to details, and taking care to see that the pupils were always occupied as the time table set forth, I am convinced that he would be astonished at the progress made in the course of a year.

In the other class of schools—those that suffer specially from irregularity of attendance—want of skilled teaching is also a great drawback. There is no lack of candidates whenever a vacancy offers, but these candidates as a rule belong to the district, have no experience of teaching, are always untrained and generally unclassed. Highly classed or trained teachers cannot be induced to take charge of such schools, the emoluments being insufficient to tempt them. A first or second class teacher will rarely remain in one unless he belongs to the locality, and even for a third class teacher with any ambition the prospects are not encouraging. He has his class salary and some results fees, and very frequently that constitutes his whole income. Too often he gets no school fees, and as a rule there is no local aid in the shape of donations, &c. This want of local aid cuts down a teacher's income in two ways, all the Unions save one being non-contributory in this district; directly there is the actual loss of cash, and indirectly his results fees are curtailed in proportion to the want of school-fees. So that, as I have said, a teacher's income is made up almost entirely of the Government grant, viz., class salary and a certain proportion of results fees. A third class teacher's income rarely exceeds £50 in the case of men, or £40 in the case of women. These sums, though sufficiently remunerative in the eyes of young people belonging to the district, are quite insufficient to induce what may be called external teachers even of the lowest class, to settle down here. Such teachers, if unable to get schools likely to yield them a better income, turn their attention to some more lucrative pursuit. We have to depend then almost entirely on home-made teachers, and those very schools which are most difficult to conduct, and which on that account require the most skilful teaching, are handed over to inexperienced persons, who as a rule simply continue to work in the same old paths and to follow the same faulty methods as their predecessors. We are moving, so to speak, in a vicious circle, and the faults of one generation of teachers remain the faults of the next. No new blood is introduced. Not that this of itself would be so much a matter for regret, if the capacity we undoubtedly possess were developed and trained so as to produce the best results. A good many people interested in education appear to think that the mere fact of passing a literary examination is quite sufficient to qualify a man for the position of teacher. For every other trade or profession a long or short term of apprenticeship is required: for the profession of teaching, the most diffi-

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cult of all, every boy or girl who can qualify on third class programme, considers himself or herself thereby fully equipped.

To give a more definite idea of the state of education in the schools under consideration, I will tabulate the results of the last examination in the first four schools of the class that are entered in my district book. In so doing I will take into account only the more important subjects of programme and will exclude infants from my calculations. The result is as follows—

	Number examined.	PASSED IN				Number examined.	PASSED IN	
		Reading.	Writing.	Arith- metic.	Spelling.		Grammar	Geography
No. 1, . . .	23	21	17	15	16	4		
" 2, . . .	55	41	21	30	39	19	4	9
" 3, . . .	68	59	41	40	32	31	12	9
" 4, . . .	42	19	38	22	13	19	5	10
Total, . .	188	131	117	107	100	73	21	28

Passed in Reading,	69 per cent.
" Writing,	62 "
" Arithmetic,	56 "
" Spelling,	53 "
" Grammar,	29 "
" Geography,	38 "

As the schools have been practically selected at random, I think these per-centages afford a fair gauge of the value of the education given in the class of schools I have been describing. It must be remembered besides, in estimating the value of these schools, that the majority of the pupils are in the junior classes. Even if the third class be included amongst the seniors, it will be seen on reference to the tables that in no case does the number in the senior classes reach half the total number. I have not the materials at hand for making an exact calculation, but I venture to say that the infants, first and second classes, constitute more than 75 per cent. of the total number on the rolls of these schools.

From this return it will be seen that the condition of elementary education in this class of schools is far from satisfactory, and there is no gainsaying the fact that their backwardness proceeds mainly from the two causes I have mentioned—irregularity of attendance, and want of skilled teaching.

To discuss the remedies for these drawbacks is beyond my province. However, I may be permitted to offer a few remarks regarding those that have been put forward, in so far as they apply to the schools under my charge. Compulsory education was a prominent topic not long since, and much benefit was hoped for from its introduction into this country, but I venture to think it should either be greatly modified or administered with the utmost care if introduced into districts like this. Could children be forced to attend school whose parents allege that they are unable to supply them with suitable clothing—it may be with sufficient food? That many of the children attending the schools are insufficiently clad, I had ample proof during the past winter. In January of the present year, which was an exceptionally severe month, I held results examinations in the wildest parts of Donegal, and on the most pierce-

ingly cold days I found children in attendance, whose bare feet and scanty clothing were a pitiful sight indeed. These children came to school because they had "made the days," and did not wish the teacher to be deprived of whatever money payment their answering might gain; to force them to attend would assuredly be out of the question, and even more difficult would it be to find any means of procuring the attendance of such as have to leave home to earn their own livelihood, or to supplement the income of the family. Nevertheless, when everything is said, the fact remains that no satisfactory or lasting improvement can be expected in the condition of the schools, as long as the present system of irregular and inconstant attendance holds sway.

For the other great obstacle in the way of elementary education—want of professional training—it ought not to be so difficult to find a remedy, now that colleges have been established to satisfy the requirements of all classes of the community. Has not the time arrived to make training an indispensable condition in all new appointments? The first great benefit likely to proceed from this regulation would be, that it would enable managers in future to discard those local influences by which they are so often coerced at present, to the great detriment of their schools. We shall be unable, however, in such districts as this to reap all the advantages that training could bestow, if some means be not taken to equalise the teachers' incomes, so that there may be, so to speak, a natural flow and interchange of teachers throughout all the districts. At present those schools that require the services of the most capable teachers, in order to attain even a moderate amount of success, have to be contented with the least capable. Under some system that would tend to equalize the teachers' incomes, we should at least have a chance of getting for such schools a part of the skilled labour, which is now monopolised by more favoured and opulent localities.

While the questions of compulsory attendance and universal training are still in the background, I am of opinion that a modification of the programme would be a great and immediate step towards improving the condition of the schools. I venture to think that the recent changes have been made with a view to rendering the programme more suitable and more easy of attainment for backward districts like this; it is my belief, however, that it could be still further modified with the greatest advantage. I do not presume to say that the programme, as it stands, is unsuitable for the ordinary class of National schools; on the contrary, I consider the revised programme eminently suitable for schools where the pupils attend regularly, and am of opinion that any child, not an absolute dullard, who attends 200 days in the year, and devotes from half to three-quarters of an hour daily to home lessons, could be promoted from class to class at the annual examinations, with the greatest credit to himself and his teacher. But here the case is different; I do not consider it possible for the most skilful and energetic teacher to compass the full programme effectively in a year, the character of the attendance remaining what it is.

My suggestion would be—to retain the essential subjects of programme, and to make the rest optional, or, more simply, to place the schools situated in backward localities on the same footing as evening schools. Of course a re-arrangement of the fees allocated to the different subjects would also be required. At present a great deal of time and labour is comparatively wasted by teachers in vainly trying to impart a knowledge of grammar and geography—not to mention other subjects which could be employed to far greater advantage, in rendering the instruction in the

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other branches sounder and more thorough. Surely a school in which reading, writing (including writing from dictation), and arithmetic are effectively taught, should be reckoned of much greater practical value than one in which a dozen subjects are attempted, with the result that the knowledge acquired in all is of an inaccurate and superficial character. As Mr. Newell remarks in his report for 1882, *non multa, sed multum*, should be the motto for our schools. If the two things, quantity and quality, can be combined so much the better, but to make quality secondary to quantity is always prejudicial to education. I am convinced that the attempt to compass the full programme within the year is really the cause of failure in not a few of my schools. It is not difficult to lay one's finger on these schools; they can be easily distinguished from those in which the teacher's ignorance or carelessness is at the root of failure.

Since the foregoing was written, I have examined for results fees (February, 1886), the school already referred to in this report, and it may not be amiss to set forth briefly some particulars of the examination, which will help, I think, to justify the opinion I have given above in reference to a modification of the programme.

There were 156 pupils on the rolls of this school on the last day of January, of whom only seven were enrolled in the senior classes; of this number forty-four were qualified by attendance to be examined for results fees, enrolled as follows:—

	N.	F.
Infants,	6	7
1st Class,	4	5
2nd "	8	5
3rd "	2	4
4th "	1	—
5th " (1st stage),	1	—
5th " (2nd "),	1	—
6th "	—	—
	23	21

The boy examined in fourth class made 101 attendances within the year; the boy examined in 1st stage fifth, who had been at service in the neighbourhood of Letterkenny from the middle of May to the middle of November, made 120; the second stage fifth pupil had been employed in Scotland for about the same period, and made only 101.

The following is the result of the examination:—

	Reading.	Writing.	Arithmetic.	Spelling.	Grammar.	Geography.
	Passes.	Passes.	Passes.	Passes.	Passes.	Passes.
Infants,	12	.	.	.	.	.
1st Class,	8	8	8	8	.	.
2nd "	11	13	13	7	.	.
3rd "	5	6	5	5	3	4
4th "	1	1	1	1	1	1
5th " (1st stage)	1	1	1	1	1	1
5th " (2nd stage)	1	1	1	1	1	1
Totals,	39	39	29	23	6	6

Now, what do these statistics prove? I must premise by saying that the principal teacher of this school is about the best specimen of his class

to be met with in the whole district. Being obliged to work for a livelihood during his school career, he could never attend a sufficient number of days in the year to qualify for examination, so that he was never examined by an inspector until he was examined for the position of teacher. He is in third class and untrained. I think I can safely say that he works with untiring zeal and energy the whole year through, and brings all his knowledge and capacity to bear on his exertions for the advancement of his pupils. By his skill and attention he makes up as far as may be for lack of training. Under him is a female assistant who obtained her classification twenty-five years ago. Bearing these things in mind, together with the other items of information previously mentioned in regard to this school, I think the meaning of the examination will be made clear. The infants' and first classes were well prepared, because the programme for these classes is narrow and comparatively easy of attainment. In the second and third classes, though the majority of the pupils were able to "pass," there were a good many failures. This is owing to the fact that the programme for these classes is more extensive than that for the first, and could not be mastered in the allotted time, where the classes were large and the attendance irregular; several subheads are introduced into second class, and grammar and geography appear for the first time on third class programme. The *three* pupils examined in senior classes answered satisfactorily in most subjects, because the teachers' zeal and attention had special and marked effect in these classes, owing to their being so very small. The fact that in a school like this, the proficiency of the pupils examined in the higher classes was so satisfactory, though they had been absent nearly half the year, proves, to my mind, two things. First, that the programme for these classes, as it exists, can be easily taught and mastered by ordinary teachers and pupils; secondly, that the comparative backwardness of the other classes in this school was due to causes outside the teacher's control—due in short to irregular attendance and overcrowding. Had the teacher, in addition to being untrained, been also deficient in skill, the state of the school would have been very much worse. A course of training would doubtless make him better able to cope with the difficulties under which he labours, and to show more satisfactory results for the same amount of work.

I am, gentlemen,

Your obedient servant,

J. C. MACNAMARA.

The Secretaries.

MR. WILLIAM BOLE.

Londonderry, February, 1886.

GENTLEMEN,—I have the honour to furnish, for the information of the Commissioners, my General Report on the state of the schools in my district.

The area of the district remains unaltered since the date of my last report, furnished three years ago, and has undergone no change since I took charge of it in September, 1872. Part of it is situated in County Londonderry, and part in County Donegal, the number of schools in the district being equally divided between the two counties. The London-

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derry portion of the district comprises the important city of Londonderry, with a population of about 30,000, and the town of Limavady, with the villages of Ballykelly and Eglinton; the Donegal portion includes the barony of Inishowen, a peninsula lying between Lough Foyle and Lough Swilly, and extending northward to the Atlantic Ocean, and two parishes in the barony of Raphoe. In this portion of the district the towns are small, the principal being Moville, Carrdonagh, and Banerans, and Malin, Culdeaff, Clonmany, Carrigans, and Newtowncunningham, being considerable villages. The rural portion of County Londonderry in my charge is for the most part inhabited by a thriving farming class, with a considerable labouring population, and the rural schools are, in general, advantageously situated. The greater portion of Inishowen is remote, mountainous, and bleak, the farms are small, and agriculture is in a backward state, and a great deal of the land is, from its situation, necessarily waste and uncultivated. In some parts the population is sparse, in others, chiefly along the shore, it is very dense. In consequence of this state of things there are in some places extensive tracts where the necessary attendance to maintain a school could not be kept up, and where the few children who are growing up are in considerable want of the means of education, while in the more populous localities, from the exigencies of farm labour and the demand for the services of even young children at certain seasons of the year, the attendance is extremely irregular and fluctuating, schools being crowded to excess in winter, which in spring and autumn have but a small number of pupils present.

The population of the district according to the last census is 97,651, 54,190 of this number being in County Londonderry, and 43,461 in County Donegal. During the decennial period preceeding this census there was a net decrease in this population amounting to 788, and this decrease would have been vastly greater, but for the increase of population in the city of Londonderry. The falling off in the rural population was very serious; in the Donegal portion of the district there was during these ten years a decrease of 3,032, and in the Londonderry portion a decrease of 1,053, in all 4,085, against which there is to be reckoned an increase of 3,279, all of which is in the city of Londonderry, with the exception of 34 in the parish of Dramachose in which the town of Limavady is situated. It is gratifying to be able to report that with a considerable falling off in population there has been a continuous increase in the number of schools, with a marked improvement in the quality of the school-houses, and that there has also been a steady increase in the average attendance per school, and consequently in the attendance for the entire district. The state of the appliances for education and the extent to which these are taken advantage of thus afford cause for satisfaction. For a considerable period I had to express regret that the increase of primary education in the city of Londonderry did not keep pace with the expansion of the population. This is no longer the case. Two excellent new school-houses with accommodation for 337 pupils have lately been erected and are in flourishing operation, and two other important schools of long standing, which were formerly conducted on different principles, have been placed in connexion with the Board, with an average attendance of 202 pupils, and are vigorously and successfully conducted. One of these schools will very soon have its usefulness enlarged by being extended into two separate departments. Another excellent school-house has been erected for the Sisters of Mercy in a part of the city where it was much required; this school will very soon be opened and will command a large attendance, and I

regard it as likely to afford a valuable addition to the educational appliances of the city by both bringing under instruction a large number of children who are not attending any school, and at the same time relieving of a considerable number of surplus pupils the existing Convent school, the attendance at this school being in excess of the accommodation, and such as to tax too severely the energies of the good ladies who are doing in it a highly valuable work, and affording an excellent training to the hundreds of children committed to their care.

The number of schools in operation in the district is 141. Of these 132 are ordinary town and rural schools with an average attendance of 6,572; there are 3 Model School departments with an average attendance of 297; 8 convent schools with an attendance of 688; and 3 workhouse schools with an attendance of 79. There are also 2 suspended schools, and 2 building cases in which grants have been made for the erection of vested schools. The average attendance for the entire district during the past year is 7,636. With the exception of a large school in Londonderry conducted by Christian Brothers, this attendance represents almost the entire number of pupils receiving instruction at primary schools in the district, the other schools of this class being few and of no great importance.

I have now to express my judgment regarding the quality of the instruction which they are receiving, and here also I have pleasure in stating that my report is, on the whole, of a favourable character. The several departments of the Model School continue to be maintained in a high state of efficiency. The teaching staff has been seriously reduced, so much so that in the female and infant schools the carrying out of the school business now causes a great strain on the energies of the teachers. In the adult departments of the Model School the number of pupils in the higher classes is much larger than in ordinary schools, and the course of instruction more extensive. The amount of time and labour required in examining these classes affords evidence that corresponding labour must be required for their teaching. The competition which these schools have to meet is very considerable, the ordinary schools in many cases offering a good education at a lower fee, and schools of a higher class offering social attractions and a professedly higher education for the same rate which girls are required to pay at the Model School. The attendance, however, has been very fairly maintained, and the Model School is, at present, successfully conducted. The results of last year's examination were highly creditable, and were, I believe, fully equal to those of any previous examination during the period for which I have had charge of the school. The young persons trained here as pupil teachers and monitors are generally successful in obtaining good schools, and, as a rule, give satisfaction in the discharge of their duties as teachers. Those at present employed in the Model School are earnest and successful both as teachers and students. The Kindergarten system of instruction has been introduced into the infant school. Miss Dugan, the head mistress, took it up with much zeal and energy, and has proved very efficient in carrying it out. It has proved a valuable addition to the educational resources of the school, and has added to its attractiveness both for children and parents.

Of the three Convent Schools in my charge I can also report in terms of very high commendation. The earnestness and zeal of the ladies in charge of these schools, and the interest which they show in the welfare and progress of their pupils, are highly gratifying. There are no schools in which I am received with a more cordial welcome, and none in which

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I have more satisfaction in the discharge of my duties, everything possible being done to facilitate the work of examination, and the cheerfulness of the pupils, the exquisite cleanliness and neatness of the school-rooms and their surroundings, and the taste displayed everywhere in the school arrangements, serving to render the duties of examiner pleasant and agreeable. Two of these schools, under the new arrangements, obtained at once the highest merit grant. That it was not also obtained by the third was to me a matter of sincere regret, as the failures which occurred at the last examination were not due to any want of faithfulness and ability on the part of the conductors of the school, but resulted from very irregular attendance of the pupils, from causes beyond the control of the nuns, the results of examination being in consequence not so satisfactory in some respects as they would have been under more favourable circumstances. I have every confidence that at the next examination, which will soon be held, this school will show such a state of instruction as will entitle it to the foremost rank in the award of the merit grant. These schools are successful beyond others in teaching the pupils good manners, and imbuing them with habits of neatness and cleanliness, results of a highly valuable nature, which do not appear on an Inspector's marking paper, but which none the less should not be lost sight of in estimating the importance of these institutions in the advancement of National education.

Two of the three Poor Law Union Schools, Inishowen and Limavady, are very small, and the pupils attending them are very fairly taught. The third, Londonderry, is more important, and of it I feel bound to say the pupils in both male and female departments have been for many years among the best taught in my district, and have been receiving such a course of careful and successful instruction as should render them able, when grown up, to leave the workhouse with a fair prospect of success in life, and with an ability to compete, so far as intellectual training is concerned, on equal terms with many whose lives were begun under more favourable circumstances.

Having thus briefly noticed the condition of the schools belonging to special classes, it becomes my duty to give some account of the great body of the schools in my district, the ordinary town and rural schools. As the city of Londonderry contains nearly one-third of the population of the entire district, the schools in this city constitute a large and important group. In the city and suburbs there are altogether 20 National schools, with an average attendance of 2,268 pupils. It thus appears that these schools, one seventh in number of the schools of the district, have an attendance somewhat over one-third of the entire attendance of the district, and that compared with the rural schools, they are exceptionally large and flourishing. Of these 20 schools 5 are included in the special classes of schools already treated of, leaving 15 ordinary town schools, with an attendance of 1,367 pupils. Of these schools I can report in *glóire*, and the report is in all respects favourable. They are in charge of teachers, several of them in the very highest grade, who are deserving of being placed at the head of important schools, and who are doing their work with an energy and success deserving of all praise. They also employ a large staff of assistants, many of whom have attained a respectable classification, and all of whom are rendering valuable services. These schools are all vigorously worked, and the state of instruction in them, almost without exception, bears testimony to the care bestowed on them. It is satisfactory that so large a number of pupils can thus be regarded as well taught, and that these important schools are so creditably carrying out the objects for which they were

designed. I have seen no indication of anything like unhealthy rivalry amongst them, but observe with satisfaction the results of the salutary emulation arising from aiming at a high standard of merit, which has an excellent effect in elevating the educational tone of the entire group of schools to which I refer. There are also 7 ordinary National schools in the town of Limavady, with an average attendance of 413 pupils. These schools are in general efficiently conducted, and may be all regarded as in vigorous working order.

I have now given an account, on the whole in very favourable terms, of thirty-one schools, with an average attendance of 2,844 pupils, and there remain to be described 110 schools which are either rural schools, or schools situated in small towns and villages.

On these schools, constituting in number the great majority of the schools in my charge, and those on which almost the entire rural population has to depend for the means of education, it is impossible to pronounce a brief judgment collectively, as they comprise schools of all orders of merit, good, bad, and indifferent. There are the usual drawbacks and disadvantages, chiefly the irregularity of attendance of pupils, and the indifference of parents. So long as extreme poverty prevails to the extent to which it is found in the remote portions of Donegal, we need not expect regularity of attendance or interest in education. It is satisfactory, however, to know that the means of instruction are extending and improving, and that the numbers in attendance are well kept up even under unfavourable circumstances. In most cases, it is not an increase in the number of pupils, but increased regularity in attendance of those on the books of the schools that is required to make the schools more successful and useful. There are several cases in which a very little local exertion in the way of taking advantage of building grants would secure a great improvement in school-houses in destitute places. In the most urgent cases there is likely to be action taken soon in this direction, and in two of the most necessitous instances, new school-houses would have been, ere this, in course of erection, had not the negotiations regarding them been stopped by the death of the late manager. I am glad to know from his successor that he intends to prosecute the arrangements already entered on for these erections. There is in the National schools of the district accommodation for 12,728 pupils. This is a large amount of school accommodation and of better quality than at any former period. I have before me the returns of average attendance for the last seven years. The increase in that period amounts to 1,338, and has been continuous from year to year with the exception of one year, 1884, which from special causes showed a falling off to the extent of thirteen pupils. That so many pupils should be added to the number of those receiving instruction in the National schools of the district, and that the material appliances for furnishing such instruction should, at the same time, be extended and improved are indications of valuable progress. I am satisfied that there is, on the whole, a corresponding improvement in the quality of the instruction imparted in the schools. One ground of this conviction is this: I am clearly of opinion that the number of really good and effective schools is increasing. An examiner is liable to carry away a more pronounced impression of faults than of merits, and the feeling of regret connected with the disappointment arising from the failure of expectations formed regarding school and teacher is often more lasting than that of satisfaction at finding such expectations fulfilled. After a careful scrutiny of the conditions of the schools placed in my charge, I have no hesitation in stating that the number of schools showing improvement is steadily on the increase,

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and that the number of schools declining in usefulness is small. It is hardly necessary to observe that the success or failure of the school is almost entirely due to the teacher. It is generally the worthless teachers who complain that managers do not aid them, by urging the attendance of the pupils and in other ways. Managers might in most cases do a good deal more than they do in this direction, but they could do a great deal more in the interests of education by getting rid altogether of teachers who fail to maintain their schools in a proper state of efficiency, and placing these schools in the charge of more deserving persons. It is true, not only that many schools are in a feeble and languishing condition owing to the inefficiency of the teachers, but also that the managers know this. Notwithstanding, when vacancies occur it is too often the case that no effort is made to secure a teacher of merit, but that local influences, which ought to be altogether set aside, have mainly to do with the appointment. It is still to be regretted that many schools in backward localities are in charge of low classed and untrained teachers, who have seen nothing of school-keeping beyond the specimen afforded in a school of the same description. This has been hitherto a serious evil; it may be expected gradually to disappear under the influence of the working of the recently established training colleges, but these have not yet had time to produce any impression in such remote localities as I refer to. It is not unreasonable to look to the period as not now remote when untrained teachers will be rare, and it is worthy of consideration whether having undergone a course of training should not be made a condition of admission to first class, on the part of teachers entering the service after a specified date. Among the most inefficient teachers are some, fortunately not many, who having succeeded in barely obtaining classification, settle down and never show any ambition to rise above third class. Such teachers not merely stagnate; they retrograde. They are almost always content with a low standard of instruction in their schools; they generally make no effort to secure an attendance greater than sufficient to obtain class salary; their expectations from results fees are moderate; they are satisfied if they manage to escape official censure; and, from the invariable tendency of such persons to fall into a groove in the way of teaching their schools, show a uniformity of mediocrity or inferiority. It would be of advantage if teachers who have remained ten years in third class were required at the end of that period to submit to a second examination in third class course. In this way they would be required at least to keep up their knowledge of the subjects in their programme, and to keep pace with any advances which might take place in it, and the attention necessarily given to study for this purpose might be expected to react favourably on the instruction of their pupils. The description which I have given applies but to a very small number of teachers. The majority of the young teachers manifest a laudable ambition to improve their classification, and in recent years a very fair proportion of them have come to their examinations well prepared, and have achieved success. Still it is discouraging to see even a few content with the lowest rank, and occupying with anything but advantage positions which ought to be filled by more worthy teachers. One cannot fail to observe the change which takes place when a school passes from an inactive teacher into the hands of an energetic successor, how the attendance is improved, the general tone of the school altered for the better, and its efficiency and usefulness enlarged in every way; and such instances, occurring from time to time, prove how easy it would be in other cases to effect a similar change for the better.

However, of the teachers as a class I can report in terms of high commendation. There is a considerable number whose schools are sure to be found at all times in a state of the highest efficiency, and affording satisfactory results at every examination, and there are also many in whose case, though numerous failures occur, it must be admitted on a fair review of all the circumstances that these are fairly accounted for. Teachers in general take a fair view of such failures as occur in their school, and instead of indulging in discontent or settling down in an attitude of dissatisfaction, set themselves resolutely to work to repair the defects and secure more satisfactory results in future years. On the whole a healthy tone pervades both teachers and schools, and the instances in which official censure is called for are comparatively rare. Satisfaction rather than disappointment is generally expressed in connexion with the amount of results fees obtained. A careful teacher can fairly estimate beforehand the amount he may expect to realize, and where such estimates are made they are usually fairly formed, reasonable, and not extravagant. The attitude and conduct of the teachers at the examinations of their schools are in most cases praiseworthy. I have seldom to find fault with any appearance of attempt to lend or to encourage assistance to pupils, and the arrangements made to facilitate the business of examination are satisfactory. Instances of fraud in the school returns are very rare, and the school accounts may, unless in very exceptional instances, be regarded as thoroughly reliable. The young teachers recently appointed usually show a good deal of skill and judgment in the working of their schools, and often by vigour and energy make up for the want of experience.

I regret that many deserving teachers have suffered substantial loss by the withdrawal of endowments in consequence of change in the ownership of land in the country. The Grocers' Company sold their estate some time ago, and their donations to the schools situated on it have lapsed. The Fishmongers' Company are now in process of disposing of their estate, and have already withdrawn their endowments from six schools in this district, and from others in a neighbouring district. The change in the case of the latter Company is from the extreme of liberality to the opposite extreme. To four schools in this district under their own control as patrons they paid the class salaries of the entire teaching staff, with £20 additional to each of the principal teachers, accepting nothing from the Commissioners of National Education but results fees and gratuities. They also supplied books and all school requisites free of charge, to the pupils attending these schools. All these grants have just now been withdrawn, and they decline any longer to contribute anything towards the support of these schools. In consequence of this change two first class teachers have already left, being unwilling to remain under the altered circumstances, and the teacher of a third school has applied to me to look out for another situation for him. In another part of the country a manager, who is also landlord of the locality, has withdrawn a donation of £10 a year, which he formerly paid his teacher, stating what I believe to be true, that he is no longer able to continue this payment. These are serious losses to the schools, as these local endowments proved efficacious in securing the services of teachers of a superior class, such as will not readily be found for them now that this attraction is withdrawn.

It cannot be regarded as at all satisfactory that there are so many as seventy-nine schools in this district, which according to their time tables are never opened on Saturday. With the ample vacations now allowed to teachers, it should be enough that Saturday should be regarded, as it

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used to be, as a half-holiday, and considering the limited attendance of so many pupils, and the complaints made of their irregularity, taken in connexion with the fact that there is seldom any reason why they should remain at home on Saturday any more than on other days, it seems to indicate a slackness on the part of managers, and a lack of sustained industry on the part of teachers, that the schools are closed on so many days when valuable work might be done. I fear that in most cases, even when the schools are nominally open for a short time on Saturday, it is practically a *dis non*. The attendance is usually very low, and I seldom see reason to conclude that any valuable work is done.

Only three teachers' residences have been built in the district by grants from the public funds. The apathy which exists as to taking advantage of the facilities afforded for this purpose is much to be deplored, as it would be easy to add in this way both to the comfort and respectability of many teachers, to whom such accommodation would prove a valuable boon. I do not see any probability for the present of any increase in the number of applications for building grants for residences, and having in a good many cases used my influence without avail can only express my regret that the provisions of the legislature have not been of more advantage.

The increase in the attendance of pupils has of course added to the number to be examined, and increased the work of the inspector. During the past year I examined 7,803 pupils for results, a number much in excess of that examined by me in any previous year. There were seventeen weeks of the year in which I required to spend five days each week in the work of examination, and there were many days on which this work was excessively heavy and trying. The examination of the schools could not have been overtaken by me but for the valuable aid afforded me by Mr. Robertson, inspector's assistant, who was with me at the examination of twenty-nine schools, occupying thirty-four days, and who also rendered me valuable assistance at the annual examination of Teachers and Monitors. I have to express my obligations to Mr. Robertson for the willingness he always exhibited to undertake as much as he could of the work of examination, and for the faithfulness and ability with which this duty was discharged by him, and also for his uniform readiness to lend me every assistance in his power in other respects. More of his assistance would be required in this district, the work being at present not only oppressively heavy as compared with that of even a few years ago, but causing such a pressure on Inspector's time as to render it absolutely impossible to undertake a proper amount of inspection in the way of secondary examinations and incidental visits.

I have to congratulate myself on the total absence of anything resembling friction in my intercourse with managers. Indeed since my appointment to the district I have not had a single instance of misunderstanding with any manager, and I acknowledge with appreciation their uniform courtesy and consideration, as well as readiness to fall in with my views and carry out my suggestions. I need hardly say how much this adds to the comfort and also to the success of my work in the district.

I have the honour to be, gentlemen,

Your most obedient servant,

WILLIAM BOLE, District Inspector.

Mr. W. J. MCCLINTOCK.

Donegal, February, 1886.

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GENTLEMEN,—I have the honour to submit for the information of the Commissioners my general report for the year 1885.

This district comprises the baronies of Banagh, Tirlough, and a small portion of Boylagh in county Donegal, and part of the barony of Ross-dogher in county Leitrim. There are also two schools in county Sligo, and six in county Fermanagh. In this area are included the towns of Ballyshannon, Donegal, Killybegs, and Pettigo, and about half a dozen large villages. There are hardly any manufacturing industries. The people on the sea-coast earn their livelihood partly by fishing and partly by tillage; those who live inland depend on their farms for support. The arable parts of these farms are generally very small—mere patches, and the occupiers badly housed and ill fed.

In March 1883, when I took charge, there were 137 schools in connexion with the Board. Two of these were inoperative, and one on the suspended list. Seven new schools have been added since, and one, which had been struck off the rolls, has been restored. At present there are 141 schools in operation. Of these, one is connected with a convent, two are workhouse schools, and 138 are ordinary day schools. There are no evening schools.

The schoolhouses vested in the Commissioners are kept in good order, and are fitted up with all the necessary appliances; those vested in trustees have been suitably erected, but, as a rule, the trustees, though bound by agreement to keep them in repair, never spend a penny on them. They leave their duty in this matter to the manager, who very rarely attends to it. A considerable number of the non-vested houses are very fairly adapted for school purposes, and gradually but slowly the defective ones are being superseded by more comfortable structures. Upwards of twenty, however, still remain which are mere cabins, with thatched and unceiled roofs, clay floors, no adequate provision for ventilation, and very unsatisfactory sanitary arrangements; some of them, indeed, are so bad, that nothing but the extreme poverty of the localities in which they are situated could justify their retention in connexion with the Board. The majority of these schools are situated in the most remote and inaccessible portions of the district, and in addition to the want of funds, the managers complain of the great difficulty of obtaining building materials, and of the high wages they would have to pay skilled workmen to induce them to come so far from home. Two houses vested in trustees are being erected to take the places of two of the worst of these cases.

There are 138 schools in charge of teachers receiving salary from the National Board. Eleven of these are male schools, eleven female, and 116 mixed. Eighty-six of the mixed schools are in charge of male teachers, and thirty in charge of females. These last are nearly all small—many of them being on the Modified Grant List. Thirty permanent assistants—two males and twenty-eight females, are employed.

The following figures show the classification of the teaching staff:—

	Principals.		Assistant.	
	M.	F.	M.	F.
I.,	13	4	—	1
II.,	41	20	1	8
III.,	43	15	1	13
Provisional,	—	2	—	1
Total,	97	41	2	23
			M 2	

Appendix C. In addition to these there are four temporary assistants, and two junior literary assistants—all, except one, unclassified.

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Mr. W. J. McCheslock. should be a sufficient stimulus to diligent application to study, which, supposing the school duties efficiently performed, would be certain to meet its reward.

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There are 57 monitors in the district. I have very seldom any difficulty in obtaining suitable candidates. In this remote part of the country the majority of the best pupils look forward to nothing higher than a monitorship in a school, or a place behind the counter of a shop-keeper in the neighbouring village. Very few of them have an opportunity of competing for a position in the Civil Service, or of securing any of the numerous appointments by which so many earn a living in the large towns. Hence there are, as a rule, several aspirants for every vacancy. I generally find the monitors well prepared in the course of study prescribed for each year, but they rarely acquit themselves with credit in the teaching test. They should not be called on to undergo this test on the day of the Results Examination. In a large district like this, however, it is impossible to have it done in every case when visiting incidentally.

Of the 138 principal teachers, 55, or somewhat less than forty per cent. have been trained. The assistants, with one exception, are untrained. This want of due preparation on the part of the majority for the profession they have adopted produces effects which are evident to any observant visitor. When making an incidental call before 10.30 o'clock, I usually find less than one-half of the pupils in the room, the remainder are dropping in by twos and threes, and though the teachers may be engaged, the business of the day has not really commenced. If I visit after 10.30 it is no uncommon occurrence to find the arrangements of the time table violated, the drafts not under the immediate supervision of the teacher openly idle, or, at best, merely pretending to be engaged, due order not observed in the movements from desks to floor and *vice versa*, not to speak of defective methods of instruction. With regard to the unpunctual attendance of the pupils, the teachers always throw the blame on the children and parents, and appear to consider themselves powerless in the matter. I am not inclined to take this view of it. A clean and bright room and, in the winter time, a cheerful fire before ten o'clock, would be powerful incentives to an earlier attendance.

Owing to circumstances to which I need not here refer, very few teachers have been trained for a considerable number of years. An improvement in this respect is anticipated. I expect that some of them will now attend a course of training each year. They find that a year devoted to study, and to the acquisition of a knowledge of the most approved methods of imparting instruction is the most likely way to raise their classification, whilst their increased efficiency on returning to their schools will benefit both themselves and their pupils. Last September, five young men, three of whom are principal teachers, entered St. Patrick's Training College, Drumcondra.

Reading is generally fairly taught, as far as verbal accuracy is concerned, but it wants in fluency, expression, intelligence, and attention to the pauses. In very few instances does explanation reach even a middling degree of proficiency. This is chiefly due to the neglect of the teaching staff to take notes on the subject-matter of the reading lessons. The older teachers may, perhaps, be able to examine their

pupils on, and give them instruction in, the lesson books without previous preparation, but it is often painful to listen to the younger teachers, and especially to the monitors, trying to form suitable questions on the spur of the moment. They almost invariably get confused, lose much time, and end by putting some query to the class, the answer to which does little to elucidate the text. The repetition of poetry is too hurried. Some teachers leave the choice of the pieces to the children themselves. In such instances, they may be committed accurately, but the teacher has apparently not attempted to explain them. The best plan would be for the teachers to select the requisite number of pieces for each class at the commencement of the results year, write out a list of these on a large sheet of paper and suspend it in the room. The committing of the poetry to memory should not be left off, as is sometimes done, till towards the close of the year.

The infant, first and second classes, are examined orally in spelling, and their answering is, on the whole, good. The proficiency in dictation is not so satisfactory. This is owing to the manner in which the exercise is conducted—too much is read at a time, and it is read too often, the errors are imperfectly corrected, and the pupils are not required to write out lists of the misspelled words as recommended in the hand-book.

The proficiency in writing may be described as passable or fair in the junior classes and as middling in the senior. I insist on the first class children writing between the ruled lines on their slates. In the case of the second, third, and fourth classes, too many teachers content themselves with going round at the end of the lesson and making some oral criticisms, or writing across the face of the page, "good," "fair," "bad," &c., as the case may be; occasionally I meet with instances where there does not appear to have been any supervision whatever. Only one set of copybooks is now, as a rule, used in each school. Sometimes I find pupils in the junior classes writing copies of a far too advanced character, but this seldom occurs except where a suitable supply of sales stock has not been regularly kept. A very small percentage of the fifth and sixth classes write well enough to secure a No. 1 pass. A glance at their exercise books shows plainly the cause. Page after page is scrawled over without the slightest effort to improve the quality or style of the writing, and lines which should be straight are more or less curved and drawn at all angles to the edge of the paper. The pupils of course write their dictation on the day of the examination in much the same way as they have been accustomed to fill their exercise books.

The first, second, and third classes, usually answer well in arithmetic. The tables are accurately committed to memory, and systematically applied. Counting on the fingers, or by strokes on the slate, is nearly obsolete. Notation and numeration are fairly attended to. Since the issue of new cards, the senior classes have been able to score a respectable number of passes. Notation and numeration are, however, still very backward. Mental arithmetic does not receive the attention it deserves. After reading and writing, nothing that a child learns at school, so far as the Board's programme of instruction is concerned, is likely to be of more use to him than a facility in mental calculation. Our pupils nowadays would, I fear, compare very unfavourably in this respect with those who attended school fifteen or twenty years ago. Teachers should not confine themselves to any set of rules, such as those towards the end of the Board's First Book of Arithmetic, but should propose suitable questions bearing on the every-day transactions in shop and market. I would like to see every teacher with a note-

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book filled with questions of this kind. A readiness at solving these would be more serviceable hereafter to the majority of the children than a knowledge of discount and other advanced rules of arithmetic.

Grammar is of less practical value than any other subject in the programme. It is intended as an introduction to composition, but very few even of the most advanced pupils see the connexion between them. The end in view—speaking and writing English correctly—might be attained more easily. The pupils are required to wade through all the technicalities of orthography and etymology before they are introduced to composition. In fact, the programme in grammar is drawn up in such a manner that the pupils have to learn English in precisely the same way as they would learn a foreign language with whose vocabulary they are unacquainted. But when they come to school they can already express their ideas intelligently in English, their stock of words gradually increases, and the main work of the teacher is to correct errors, and to train his pupils to write their thoughts on paper in an intelligible form. This he could do very effectively by taking care to speak correctly himself, by checking all mistakes on the part of the pupils, and by teaching them to express their own thoughts on paper at an earlier stage than is at present required. When we consider that a large proportion of those attending school do not get higher than the fourth class, I think it would be very desirable that the pupils of this class should receive some instruction in letter-writing.

The proficiency in this subject is backward, and the knowledge acquired is, for the most part, superficial. The pupils are usually able to define correctly the various technical terms, but they break down when asked to apply these to the words of an ordinary sentence. Composition does not receive due attention.

Geography is another weak subject, but I notice an improvement, especially in the fifth class, since the last revision of the programme. Map-teaching is better attended to than formerly. The course for sixth class, first year, might be restricted to the British Islands and British North America.

The proficiency in *Agriculture* is poor. This subject appears to be uninteresting to the children and unpopular with the parents. It could be rendered more attractive, if the text-book used were written in a simpler style and some illustrations introduced. Many of the terms used in their portion of the book are above the comprehension of the fourth class pupils.

A large number of teachers present their fifth and sixth classes in *Book-keeping*. The requisite sets are written out, but the theory of the subject is not understood. I rarely meet with a pupil who thoroughly understands how to close a goods account.

Music is taught in a few schools. Theory receives fair attention. The singing is inferior except in two or three schools.

The extra subjects taught are—Drawing, Algebra, Geometry and Mensuration, Physical Geography, Girls' Reading Book, and, in one or two cases, Trigonometry, Mechanics, and the use of the Sewing Machine. Proficiency is generally passable.

The Residences' Act has been taken advantage of in only one instance. This is to be regretted as many of the teachers live in uncomfortable houses, and some of them reside at a distance of three and four miles from their schools.

I am, gentlemen, your obedient servant,

WILLIAM J. MCCLINTOCK.

The Secretaries, Office of National Education.

Mr. W. MACMILLAN.

Appendix C.

Reports on
State of
Schools.Mr. W.
MacMillan
Castletown.

GENTLEMEN,—In compliance with your instructions, I beg to furnish the following report on the National Schools in this district.

The district may be roughly divided into the eastern portion, lying near Lough Neagh, thickly populated and probably more closely and better tilled than any other part of the country, and the western, consisting mainly of moor and mountain. It contains only two fair towns, Castletown and Magherafelt, and four small ones, Stewartstown Money-more, Castledawson, and Pomeroy. The town children attend school pretty well. In the rural districts nearly all of the school age get their names on the school rolls yearly, but many of those in the lowlands absent themselves for long periods in spring and autumn; those belonging to the mountains mostly attend only in winter, being employed in hording in summer. Schools so differently circumstanced should be differently organized and tested by different standards. But were everything possible done to stimulate, encourage, and improve the schools now so badly attended, it is to be apprehended that the evil would still be a serious hindrance to their usefulness. Yet there is ground for hope in knowing that last year the average attendance increased so much as to exceed that of the year before by 550, the number of schools being the same, and the population probably stationary. Were I certain that even a lower annual rate of progress could be maintained for a few years, I should be content to wait. For I believe there is a prevalent tendency at present to overrate the advantages anticipated from what would be regarded as regular attendance. It is forgotten by many that even a greater proportion of the irregular than of the regular attenders have neither the capacity nor the inclination to benefit much by books or school-going, but would, under any circumstances, be content to live an easy life doing common things in a common way; that in most of the existing establishments within their reach, even the more apt, among the mountaineers especially, would get little knowledge and less training; that knowledge itself, and above all mere book-knowledge, is of much less importance than is generally supposed; and, finally, that those who are unlettered need by no means necessarily be uneducated. For the abstention from school, so general and so much regretted, no feasible remedy appears to have been discovered. Legal powers where most needed would not be enforced. The effective application of such to any mountainous locality with which I am acquainted would be tantamount to decreeing the extermination of the small holders. This the manager of seven or eight mountain schools, and an admirer of the compulsory principle, acknowledged; would be the effect of applying it to compel attendance in his own schools. These poor mountaineers could neither afford to employ herds more costly than the children who now perform the duty, nor to fence their farms. With less cost, less friction, less violence to honest pride, and less interference with industry, the voluntary principle can be made to do as much, if not more, for education as any compulsory law would do. Scotch parents are credited with attaching a high importance to the advantages of education, and yet in the rural districts of that country, it appears from the reports of H. M. Inspectors, the compulsory clause has been almost a dead letter. And one sceptical regarding the benefits which would follow from compulsory powers enforced to the full satisfaction of the most ardent admirers of the principle, cannot read without a smile the very sensible suggestions of one of these inspectors

Appendix C. for improving the school attendance by way of compensating for the failure of the law to do so*

Reports on State of Schools. There are in this district two workhouse and 113 ordinary schools in operation, held in 120 different houses. Only a few of these houses are

Mr. W. MacMillan. what they ought to be in style, appurtenances, equipments, and condition.

Cockstown. In the N.W. portion of the district there are several objectionable houses, most of them too small, being in winter so overcrowded as to paralyze the powers of the teachers. In the rest of the district the space provided is generally sufficient, there being accommodation for 9,000 scholars with an average attendance last year of 5,920. Since I got charge of the district three years ago one school was suspended and three struck off. These were all schools whose existence had an unfavourable effect on the educational prospects of their neighbourhoods. There are still three or four whose extinction is demanded in the interest of education. Three schools were taken in connexion during the same period.

It is a great defect in our larger schoolhouses that they consist generally of only one apartment. Every school built to accommodate forty pupils should have two rooms and an additional one for every forty, or so, additional pupils. There should be much simultaneous reading, &c., in the junior classes and not a little in the others, and this requires a separation of those so employed from the rest of the scholars. There are residences connected with forty-one schools, four of them built by loans from the Treasury. Of the 133 principal teachers ninety-one are men, forty-two women, thirteen of the latter being in charge of schools for girls or infants (2), and the remainder of mixed schools. The principal teachers of ordinary schools rank:—

Class.	Males.	Females.
I.	3	3
II.	38	23
III.	49	14
Provisionally classed,	1	2

Of the eighteen assistants one male and four females are in second class, two males and eleven females in third. There are besides three teachers of P.L.U. schools, nine temporary assistants, fifteen work-mistresses, and eighty-five monitors, making 263 in all. During the past three years the service lost twenty-eight classed teachers.

A large number (thirty-five or thirty-six) of the masters hold farms varying in extent from three to sixty-five acres.

Reading.—There is little good reading heard in the schools here, and in only a very few is the tone, articulation, and expression even fair. In facility and attention to the sense I am glad to observe some improvement, more in the latter to which I attach much importance and have chiefly directed my attention. For I am more firmly convinced as my experience grows, that unless a child is habitually trained to seek the meaning of the text and read through for that, his progress even in mechanical reading will be slow, and the exercise, instead of being highly interesting, wearisome and forbidding. Who visiting schools has not been struck with the contrast between the blank, stolid inexpressive faces of a class reciting in their usual way "words which" (to them) "are not language," and those of another who also in their wonted manner follow their author with interest and animation, promptly catching when at fault, the hint conveyed in the skilfully suggestive question

* It is to the teachers we must look to find a remedy for this fault (irregular attendance). Their personal influences must be brought to bear on parents. *Compulsion is of little avail. The most stringent system of compulsion is framed to break down on trial.* "London Times," 30th April, 1885. (Italics are mine.)

of their teacher? M. Jules Simon when minister of public instruction in France appealed in a public speech to the professors of Ancient Classics to change their methods. "For," said he, "it is rather hard for students to spend ten years to acquire an utter abhorrence of Latin and Greek." It is still harder, I think, that a method should be followed in attempting to teach children to read their mother tongue, calculated to give them an utter abhorrence of teachers, schools, books, and all their belongings. So utterly valueless—nay, since the resulting confusion is more hopeless than ignorance, so mischievous is the teaching of mere word-reading without constantly appealing to the understanding and training in observing and thinking, that I am strongly of opinion that no pass should be given in reading where the answering of the majority of the class does not show that the exercise is an intellectual one.

The prescribing, necessary I suppose, under existing circumstances, of a particular book for each class, instead of requiring reading of a certain character, must unfavourably affect the reading in our schools. Many follow mere repetition as the shortest and surest way to master the prescribed lessons to the disgust of their pupils and of those who must afterwards listen to them read. Were only the nature of the test passage indicated, and managers and teachers allowed a wide choice in the selection of books, reading would soon improve in both fluency and intelligence, and the study be better liked by the pupils. The introduction of the new Third Book afforded a proof of this. It was surprising to see how soon the children were able to read the new lessons better than the ones they had long conned over.

Arithmetic.—In the teaching of this branch, second in importance to reading alone, progress is apparent. The improvement is most marked in the junior classes. Among the seniors one cannot certainly determine what proportion of the increased number of passes should be taken as indicating advance in knowledge, and what as the result of a reduced standard. For most of the classes a yet more modest programme, accompanied by a higher standard of answering might be prescribed with advantage. For example, nothing beyond compound rules should be required of V¹ class. To this V² should add Vulgar Fractions and Practice (or the Rule of Three), VI¹. Decimals and Rule of Three (or Practice). Girls in VI¹. might be examined in some of the special applications commonly known as "Commercial Arithmetic," to which for boys Proportion (not the Rule of Three) and Evolution might be added. The importance of this branch of the school course arises from its effectiveness when properly handled, as a means of intellectual training. In real life nothing beyond the mere elements is of any practical use to most people. Therefore, a limited course thoroughly taught will have a higher educational value and prove more useful in after life than a superficial acquaintance with all the "rules." In the upper classes due importance is not attached to quick work, the result of rapid calculation and short methods. Even the questions set monitors by their teachers are generally worked in the most round about way. The power of remembering numbers and calculating mentally is also very imperfectly developed.

Dictation.—Lessons in dictation are in many schools so conducted as to detract largely from the usefulness of the exercise, both as a means of discipline and of teaching spelling. The prevalent faults in method are frequent repetition of clauses, repetition at request of pupils, allowing these (often encouraging them) to write too slowly, to glance at each other's work, and finally imperfect correction. Even a few rightly conducted lessons in which a proper rate was insisted on, no word repeated, no question allowed under any pretence, would surely so impress any

Appendix C.
Reports on
State of
Schools.
Mr. W.
MacMillan
Cookstown.

Appendix C. intelligent man who had been wasting time and strength, in doing little but encouraging noise, confusion, and heedlessness that he would never again revert to his former practice.

Reports on State of Schools. *Grammar.*—Grammar has during my experience been the worst

Mr. W. MacMillan taught branch of the course, and I am sorry I cannot yet report any considerable improvement. I am at length convinced that it would be

Cockstown. wise to exclude this branch from the programme of third class. Some evidently do not make an honest attempt to comply with the requirements here, many spend much time, not pleasantly for either party, in bringing their pupils into a state of hopeless perplexity, only very few succeed tolerably. But till a radical change is made in the way of introducing and treating the subject, I hope for little success in the teaching of it.

Geography.—It was long matter of surprise to me as to others that an easy and interesting subject as Geography should be so unsuccessfully taught as it was. I am pleased to be able to say, as regards a considerable number of the schools here, "as it was," much improvement having taken place recently. The advance has been greater in the lower class learning this subject than in the higher. The recent changes in the programme were in the right direction, and probably should be credited with a small share of the improvement noticed.

Agriculture.—This branch is avoided wherever possible, except in a few cases, being a favourite with neither teachers nor pupils. And some excellent tillage farmers, men indeed, who appear to make the utmost out of their farms, refuse to buy the text book and object to their sons losing time trying to learn from it what they themselves will teach them much better in due time.

Extra Branches.—Euclid, algebra, physical geography and drawing are nearly the only extra branches taught boys here; girls take the Girls' Reading Book and sewing machine. Of science subjects, most passes are made in algebra, fewest in physical geography, in which I have met with only five or six fairly prepared pupils. Drawing is pretty well taught, as far as attempted by Mr. M'Vicker in Stewartstown No. 2 school, indifferently or badly elsewhere. Extra branches, besides algebra, geometry (to those who had attained a certain position), and drawing should be allowed in those schools only in which the ordinary subjects were taught with care and success. Much injury is now done in a few bad schools, both to those taught and those not taught certain extras, as well as to the misguided teacher, who attempts to stuff children ignorant of the ordinary elementary branches, with cut and dry definitions and statements, on some subject under the name of teaching science. Such conduct is purely mischievous, and instead of being rewarded out of the rates should be regarded as a criminal offence. To teach a science is to train students in observing the actual objects of that science, and in reasoning from such observations. Mere book knowledge of natural or physical sciences is worthless. "I would not" says one of the ablest students of science alive, and one who has urged the educational claims of science long and earnestly, "I would not raise a finger if I could thereby introduce mere book work in science into every arts curriculum in the kingdom."

I have the honour to be, gentlemen, your obedient servant,

W. MACMILLAN.

The Secretaries, Education Office,
Marlborough-street, Dublin.

Mr. A. T. OSBORNE.

Carrickfergus, 13th March, 1886.

GENTLEMEN,—In accordance with your instructions, I have the honour of submitting my fourth General Report on the schools, and the state of education in my district.

Since my last General Report a few important additions have been made to the number of my schools, partly of new erections and partly of schools hitherto in connexion with the Church Education Society.

The system of National Education receives general acceptance in this district, and has no opposition to contend with arising from local sentiment or prejudice. The only real hindrance to its extension, operation, and efficiency arises from the circumstances of some parents, and the carelessness and indifference of others; and the consequent irregularity in the attendance of their children. This being, in a great measure, an agricultural district, there is of necessity with a large number of pupils defective attendance at those seasons which compel the farmers to avail themselves of the assistance of their children in the labours of the field; but in addition to this, parents who are careless or indifferent as to the proper education of their children keep them at home for very insufficient reasons, and I would be glad if, in the wisdom of our legislators any suitable and well-ordered system of compulsory attendance could be matured and adopted, as I feel confident, that in every respect, it would be of most material aid and benefit to popular education and the advantage of the rising generation at large.

During the past official year I have inspected for results fees 118 schools; for secondary reports 34 schools, and have made 81 incidental visits to 56 separate schools. I have examined for results in ordinary branches 6,874 individual pupils and 87 paid monitors; in extra branches 1,682 pupils; and 1,320 pupils for secondary reports.

In the performance of this duty I have travelled 2,813 miles.

This district now contains in operation :—

Ordinary Schools,	.	.	.	.	115
Model Schools,	.	.	.	.	3
Evening Schools,	.	.	.	.	5
Post Law Unions,	.	.	.	.	1
					<hr/> 124
Closed,	.	.	.	.	1
Building,	.	.	.	.	1
					<hr/> 126

In these schools 81 male and 77 female teachers are employed either as principals or assistants. I do not take into account workmistresses, of which I have only a few.

Of the male teachers, 10 are of the 1st class, and of the females, 6.

I am happy to report of my teachers generally, that they maintain an excellent character, and with few exceptions are earnest, active and efficient in the discharge of their very important duties.

The present staff of monitors consists of 38 males and 71 females; they are for the most part suitable young persons, and are earnest and diligent in their active duties in the school, and attending carefully to their own study and improvement in the subjects of their programme.

I have only two pupil teachers, and they are employed in the Model school here, one in the girls' department, and one in the infants'.

Appendix C.

Reports on
State of
Schools.—
Mr.
Osborne,
Carrick-
fergus.

Appendix C.
Reports on
State of
Schools.

Mr.
Osborne,
Carrick-
fergus.

Of the whole number of monitors educated and trained in the schools of this district since I took charge of it 44 are now teaching in connexion with the National Board either in this district or the adjoining ones of Belfast, and are acquitting themselves creditably.

School-houses.—There are some excellent school-houses in this district, every way well adapted for their purpose, but I have three or four houses which, though I could not call them absolutely unsuitable, are of a poor order, and I would be glad to see them replaced by better structures. Among all the material aids to education, I regard properly constructed school-houses, and well fitted and furnished school-rooms, to be of the first importance, and in all the districts of which I have had supervision since my connexion with our excellent system of National Education I have always directed earnest and special attention to the necessity for properly constructed and appurtenanced school-houses and school-rooms. In this district I have reason to congratulate myself upon considerable success.

As to the general efficiency of my schools and the proficiency of the pupils, I may say that I have seven or eight schools that are of a rather poor class; I have twenty-one really good schools and the remainder are fair. Altogether I am of opinion that my district will compare favorably with any other of the same rural character.

Reading.—There is some improvement in this branch since my last general report, but still there is room for further advancement in this direction. I do not expect in our schools graceful, pleasing, and impressive reading, but I look for and insist upon a fair measure of accuracy, fluency, clear articulation, and some indication of intelligence, and appreciation of the meaning and sense of the passage read. The last is not easily obtained, the reading is too often hurried, mechanical, monotonous, and evidently without consideration of the meaning.

The teachers should "set a copy," that is, give an example of the correct manner of reading a passage and cause the pupils to repeat it in the same manner. The teachers excuse themselves for the defects of their pupils in this matter by stating that they have no time for careful and effective instruction and training in this branch, the exigencies of the results system requiring the diffusion of their energies in so many directions. Whatever value may be attached to this excuse it is of the utmost importance that the pupils attending our schools should acquire an easy, accurate, and intelligent style of reading; that is to say, a style which compels and enables them to pay a due regard not only to the correct rendering, but to the meaning of what they are reading, as upon this will depend the capability and taste for such further reading as will empower them when they leave school to pursue this exercise for their own self-study and improvement.

Explanation of Reading Lesson.—This to a large extent is meagre, imperfect and unsatisfactory. This is much to be regretted, as it is a matter of great importance in primary education that children should not be permitted to contract the habit of careless and mechanical reading without any effort to grasp the meaning of what is read, and exercise thought and understanding in the analysis and comprehension of the subject. I am of opinion, in common with some of my brother inspectors, that the meaning of the lessons in the reading books of the different classes, or at least in the higher classes, should be regarded as the subject of a separate pass mark and results fee.

Writing.—There is a very fair improvement in this important branch, and the variety and excellence of the copy-books now on the Board's list have eminently contributed to this desirable result.

Arithmetic.—On the whole there is pretty fair general improvement in this branch. There is especially among the higher classes a greater amount of accuracy and expertness arising from more careful instruction and exercise. In the lower classes, however, there is not sufficient care, time, and attention given to thorough grounding in the simple rules, arithmetical tables, and reduction—the last is particularly defective. I am often surprised when marking the written exercises to find in what a number of instances the pupils multiply where they ought to divide, and divide where they ought to multiply. It should not be at all difficult with proper teaching to preserve the pupils from such blunders as these. The arithmetical cards recently issued are a decided improvement on those formerly in use.

Grammar.—Except in good schools situated in towns this subject is poorly and inefficiently taught. In the rural schools it receives no sympathy or encouragement from the parents, and home lessons are not properly prepared. There is little or no elementary instruction from the use of text books, and the pupils are not able to derive the full benefit of the school teaching, the knowledge acquired in this way is fragmentary and imperfect, and parsing is consequently mere parrotting. In the better class town schools the subject is pretty fairly taught.

I do not agree with some of my brother inspectors who recommend that this subject should be omitted from the programme of third class pupils. On the contrary, in my opinion the subject should be early commenced. Some knowledge of grammar is essential to the right understanding of their reading lessons, and I see no difficulty in giving to the third class such lessons and instructions in definitions and classification as will enable them to point out with some degree of intelligence the principal parts of speech in their ordinary reading lesson.

Geography.—The knowledge of maps is better than formerly; the children take a greater interest in the subject and answer more readily and accurately. Except in the higher classes text books are not much used, and the subject in its better and more useful aspects is not understood as it ought to be.

Agriculture.—Pupils in this branch are pretty generally presented for examination in the schools of my district, but except in a very few the answering is disappointing.

Book-keeping.—This subject is not very generally taught, but where it is introduced the pupils take it up more cordially than the previous subject, prosecute it more earnestly, and answer better.

Needlework is fairly taught in a number of my schools.

Extra Branches.—Besides Geometry, Algebra, Music, and Drawing—which may be considered as ordinary extra branches, Girls' Reading Book, Physical Geography, and Sewing Machine are taught in some of the schools in my district and with pretty fair success.

I encourage the teaching of vocal music, it gives life and spirit to the school, cultivates the taste of the children, and with suitable and well-chosen words it has a happy effect in moulding and forming disposition and character. I am also favorable to Drawing, as it is a department of technical education and will be found very useful to every child who may hereafter adopt the business of a surveyor, draughtsman, architect, engineer, carpenter, mason, or contractor.

I never like to see more than two or three extra subjects taken up in any school, as when more is attempted the important and necessary branches almost always suffer. The use of the sewing machine as an extra branch could be very well dispensed with.

Appendix C.

Reports on
State of
Schools.Mr.
Osborne
Cartick-
fergus

Appendix C. *Residences.*—Fourteen of my schools have free residences attached to the school building or in connexion with it, for the use of the teacher. Two of these since my last general report have been erected by aid of the board's grants, and I would like very much to see the number increased.

Mr. Osborne. *Model Schools.*—The Model schools here are maintaining their popularity and their high character for usefulness and efficiency. Since my last general report the Kindergarten system has been introduced, fully in the infant school and partially in the girls' school, and with the most satisfactory results. The attendance at these schools maintains itself, but has not increased. This is entirely owing to the number of good competing National schools in full operation in this town while there is little if any growth in the population.

Carrickfergus. *Managers.*—I have in this district sixty-eight managers representing nearly all the different religious denominations. A large majority of them take a deep interest in their schools and readily co-operate with me in promoting their usefulness and efficiency, and I am indebted to many of them for much courtesy to myself and attention to my suggestions.

I have the honour to be, gentlemen, your obedient servant,

A. T. OSBORN, District Inspector.

The Secretaries,
Education Office, Dublin.

Mr.
E. Mac-
Creanor,
Newry.

MR. E. MACCREANOR.

Newry, 1st March, 1886.

GENTLEMEN,—In accordance with your instructions I have the honour to submit this, my second general report on the Newry National School District, for the year ended 28th February, 1886.

The area of the district is the same as in 1883, when the last report was furnished. The coast boundary includes Mourne shore and all round Carlingford Lough, save from the South Commons of the town of Carlingford to Greenore. The district extends inland, and is bounded on the north by a line drawn from the north point of the barony of Mourne to Ballyvarley Cross-roads, a point half way between Scarva and Banbridge. This south portion of county Down includes the villages and towns—Annalong, Kilkeel, Roostrevor, Warrenpoint, Hilltown, Rathfriland, Loughbrickland, Scarva, and Newry.

In county Armagh it extends to Silverbridge, and includes most of the mountains and hills known as the O'Hanlon country, with the villages of Belleek, Forkhill, Jonesboro', Camlough, and the recently built manufacturing town of Besbrook. In county Louth it contains the town of Carlingford and the village of Omeath. It contains the mountains of Mourne, Carlingford, Killeavy, and Forkhill.

There is little change in the number of the population since 1883. Assuming that it is 90,000, the number dwelling in villages and towns is about 26,000, and the remaining 64,000 are the rural population. Of these there were on the rolls at the time of the results examination of the day schools, 6,430 males and 6,580 females. In addition to these numbers I found that 4,000 other names had been on the rolls, repre-

sending pupils that had given some attendance during the year, so that 17,000, or 19 per cent. of the whole population, had received instruction for some time during the year, in the National schools.

Average attendance 3,709 males and 3,770 females.

Average number, per school, on rolls during the year, . . . 100 pupils.		
Do.	do.	in attendance during the year, . . . 58 "
Do.	do.	examined for results fees, . . . 66 " nearly.
Do.	do.	qualified by attendance for examination, 68 " "

Appendix C.
Reports on
State of
Schools.

Mr.
E. Mooney,
Newry.

The above averages are taken from 129 schools in operation during the whole year, in which 4,289 boys and 4,181 girls, or a total of 8,470 pupils, were examined.

The number examined exceeded the average attendance by 13½ per cent.

Owing to sickness, change of residence, and other casualties, 350 (190 males and 160 females) that had qualified by attendance, were absent from the results examination. It appears then that 8,820 pupils, or 18 per cent. above the average attendance, qualified for results examination in this district.

As the statistic sheet was withdrawn from use during the year, I am unable to furnish the numbers presented for examination in each of the extra branches. The total number, however, examined in extra branches was about 450 pupils. These branches were Music, Drawing, Algebra, Geometry, Mensuration, Physical Geography, Girls' Reading Book, French, and Latin.

The withdrawal of the statistic sheet from the examination papers was not an improvement, for it simplified the checking of averages, &c., and furnished information that the Inspector must procure during the examination, which impedes and distracts him. The information furnished by this sheet was specially useful since the office ceased to return the marking sheets to the Inspectors.

Besides the large per-centage of the population of the district attending National schools, there is a considerable number attending Intermediate schools, and the schools of the Christian Brothers, besides a few schools under Church and private endowments.

If about one-sixth of the population of a country is supposed to include nearly all of school-going age, it is clear that only a small fraction of the youth here is now wholly neglected. Indeed, I think, the neglect lies chiefly in the direction of what remains to be done in the establishing of schools for infants. There is only one infants' school in this district, in addition to the department for infants in each of the three convents, and in the Newry Model School.

Kindergarten, which in infants' schools may be considered the first steps to technical education, has been introduced in no school in this district, save the infants' department of the Newry Model School.

It is much to be desired that infants' schools, with full programme, should be multiplied, for pupils in a well kept infants' department may be truly considered real, happy, and important students, even before they are able to read words of one syllable.

The numbers and averages given above show that little more than 50 per cent. of the pupils on rolls are in average attendance. Sickness, and home employment of children during the seasons of seedtime and harvest, must always produce a great difference between these numbers; but, by improved attention on the part of Managers to this matter, and by becoming vigilance on the part of teachers, I believe much improvement might be effected in respect to the punctuality and regularity of attendance of pupils.

Appendix C
Reports on
State of
Schools.

Mr.
E. Mac
Creanor.
Newry.

Though I consider it most desirable that every person should be able to correspond with others by letter, which necessarily involves some knowledge of reading, and spelling, and writing; also, that instruction in at least the elements of arithmetic should reach every one, still I do not consider that there is any sufficient reason at present for compulsory education by legal enactment in this district, or in Ireland. All cannot be professionals or artisans. Some must do the rougher or servile work, and it is unlikely that too high a standard of education will sweeten the toil of honest labour.

It has lately been given in evidence, I understand, before the English Royal Commission on Education, that the average attendance at schools under the voluntary system was as good as at those under the compulsory system.

Grants were made by the Commissioners during the past few years to twenty schools in this district. One was a Poor Law Union school, and one a building grant. Of the remaining eighteen, twelve are schools attended almost exclusively by Protestant children, and six are attended almost exclusively by Catholics. There are two applicant schools now in this district—one of them attended solely by Catholics, and the other by Protestants only. I furnish this information for the purposes of showing the religious feeling of the people, and the general tendency towards denominational schools and education.

Schools, Houses, &c., &c.—The number of schools in this district is 138, including 3 evening, 2 applicant, and 1 building. Of these, 34 are for males, 32 for females, and 71 are attended by both males and females. These schools are held in 161 houses, all of which, save one, are slated, and all, save two, with boarded floors. The houses may be described:—80 good or fair, 15 middling, and 6 bad or very unsuitable. In 28 cases recreation grounds and out-offices are wanting.

Independent of the 3 Convent, 2 Poor Law Union, and the Model school, free residences for the principal teachers have been provided in thirty-six cases. In three other cases residences have recently been provided by grants from the State.

The houses in which 19 schools are held are vested in trustees, and those in which 8 schools are held, and the Model school building, are vested in the Board. The remaining 107 schools are held in non-vested houses.

Staff.—The teaching staff consists of:—

		Principal.		Assistant.	
		M.	F.	M.	F.
Class I.,		3	2	1	—
" II.,		5	4	—	2
" III.,		20	21	2	7
" IV.,		5	3	1	5
" V.,		38	25	4	17
" VI.,		1	3	2	3
Provisionally classed,		1	2	2	4
		75	60	12	38

Of the above 182 teachers, 92, or more than 50 per cent. are untrained, that is, they have never passed through the Training Establishment of the National Board, or any other training college. Most of these teachers are very regular and attentive to their school duties. They seem devoted to their business, but the want of training, and due preparation

for their calling, in so many cases, seriously affects their efficiency as school-keepers and teachers.

Want of due preparation has left most of the untrained teachers in the lowest class during their whole career. Only one of them in this district has risen to first class. Above 52 per cent. of the whole staff are in the lowest class. This poverty of preparation and qualifications for their business at the beginning keeps them poor, generally, both in the pecuniary and literary sense. This poverty also does injury to the schools and the country. It deprives the youth of much of the explanations and instruction that would be given them by properly qualified or highly cultured teachers. It deprives them in a special degree of instruction in special subjects, such as drawing, which should be taught as a branch of almost universal utility. Some knowledge of drawing enables us to understand descriptions and explanations that we could not readily grasp without it, and to use our hands advantageously in realizing this knowledge, and in imparting it to others. Instruction in this, and similar subjects, from properly qualified and earnest teachers, fructifies socially by rapid progression. It produces intelligent parents and invaluable nurses, presuming that due attention is given to moral and religious instruction at the same time, for there is no true Christian education unless the moral be carried on, *pari passu*, with the literary instruction. Infants brought up by such parents and nurses, are generally educated to a wonderful extent, before the eventful first day at school. Children of the same age, under contrary tutelage, have generally to commence an education at school, that should have been completed at home, before going to school.

Music belongs to education as a civilizing agent, both in a religious and social sense. It should consequently receive dutiful attention where the teacher is at least tolerably qualified to instruct pupils in it. Empirical attempts at teaching music, as I have sometimes met with, should be carefully avoided, and discountenanced. If this branch were tolerably understood in the schools, it would save many unhappy exhibitions in congregations, painful to the senses of cultivated persons, and probably of doubtful value as an element of worship.

Teachers can obtain a certificate for teaching vocal music, at the July examinations, according to present regulations, though they may be incapable of singing, or of leading or directing a singing class. An improvement in this matter might be effected, I think.

I would associate geometry with grammar, to develop reasoning and accuracy of thought. Algebra should be taken as a sequel to arithmetic, and mensuration should follow as a popular necessity, for trades, business, and ordinary information. Technical education, lately included in the programme of National School business, is a well-designed adjunct, and in time will lead to good consequences.

Reading, Explanation, &c.—Reading is good in only a small percentage of the schools, and very fair in a considerable number, but affixes, prefixes, roots and meanings, as given in the vocabularies of the Fifth and Sixth Books, do not generally receive either sufficient or tolerable attention. This latter defect is attributable in some measure, perhaps in a great degree, to the Inspector's want of time to examine properly on the meaning of the lessons. So many details and duties press on him at Results Examinations, that it is frequently almost impossible for him, in one day, to secure the essentials for his report on a school.

Grammar.—In respect to grammar, I have again to repeat that the application of definitions should be much better attended to in the great majority of schools. In some schools the pupils show perfect knowledge

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of both the definitions and their application, whilst in three times as many schools few of the pupils have any fixed knowledge of either, in the third and fourth, and sometimes fifth classes. I am happy to have to state that there is considerable improvement of late in this matter, in several schools.

It is surely time that the qualifying parts of speech (adjective and adverb), should be reasonably defined, by stating that they qualify, instead of stating that *they are added to or put along with*, and a round-about lot of words, that it is hopeless to expect a beginner to understand or apply. I would also once more suggest that the modern confusion of using the word *past* for the name of a tense, as well as for the name of one of the three divisions of time, be discontinued in Grammars sanctioned by the Commissioners. As *past time* is divided into three different tenses, it must necessarily be confusing to call a part or division of that time by the same name as the whole of it. What makes this practice the less excusable is, that the six tenses have old established names, so that there is no necessity for the confusion complained of. If the *imperfect* tense were always called by its own name, and due attention called to the effect of the *auxiliary have*, the conjugation of verbs would be wonderfully simplified, and accuracy secured, with a great saving of time and labour.

Teachers and pupils are misled by the wrong headings in the grammars where the principal parts of the irregular verbs are given. These are marked as present tense, and past tense, whereas it is the present time and past time forms of the verbs that are there given, with the past participles. Careful reading of sentences analytically, with due attention to transposition, ellipsis, and meaning of words, all require great attention in the teaching of parsing. If parsing be taught in this way the pupils will soon learn to understand what they hear, or read, or write, or say. My remarks on explanation, above, under the head of reading, show how closely this subject is connected with the reading lessons.

Arithmetic.—In teaching arithmetic I believe too much time is now given to, and too much trust reposed in, the efficacy of working card exercises, and that sufficient attention is not given to blackboard demonstrations. By these demonstrations I mean the careful explanation of the terms and language of arithmetic, as well as of the rules and operations.

The use and effect of the decimal point should be explained very early in these lessons, so as to show and explain the key of the system, and thus clear many difficulties off the path of the learner. It is surprising to find how many pupils are unable to read the questions properly from their slates, at which they are found working. Many, or most of them, read the question without any verb, and cannot be brought to tell what they are doing, or required to do.

Tables are often very imperfectly taught. In the third class many presented for promotion are very defective at the division table, although it is the key to the pence-table, and to mental arithmetic, as by it we group numbers. The ball-frame should be extensively used with beginners, so as to teach the addition and subtraction tables to the eye as well as the ear. Children should be trained to name the numbers they are adding or subtracting, as well as the sum or remainder. This causes them to think, and soon produces accuracy, instead of guessing. The effect of a wrong course, or wrong set of words at the beginning, is not easily got rid of, as I find third and fourth class pupils when multiplying, more frequently wrong in carrying than in multiplying, i.e., more defective in the addition than in the multiplication table.

Geography, &c.—Geography now receives more systematic attention than formerly in most of the schools. The programme is so well defined, and the yearly business of each class so associated with a map or maps, and consequently with certain portions of the text-books, that the results can be arrived at with greater regularity and precision than formerly. The uniformity of the examination now suggests the course to be pursued in teaching, and it is becoming generally understood that the pupils must study the text-books, and give due attention to the maps also, as cram, or dependence on the teacher alone, will not secure passes. History might be associated with this branch more than has been done heretofore. Every race, and every country has its history, and the National schools of a country cannot fairly ignore the National history of that country any more than its geographical position on the map of the world.

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Agriculture.—There seems to be no unity of intention, but rather a strive between the programme and the class-book in connexion with this subject, so that one or both of these should be recast, I think. Few pupils in fourth class are so well up in grammar as to be able to read the Agricultural Class Book with intelligence. I consider that full knowledge of the grammar marked for fourth or 5th class, is a necessary preliminary for the study of agriculture, or any scientific subject. Only few pupils are well or fairly acquainted with this subject.

Monitors.—The exercise books of monitors do not always furnish evidence of sufficient care having been taken by teachers to give properly prepared questions. In some cases it does not appear that the exercises have been duly corrected, or explained. The programme and time table for monitors receive, I fear, scanty attention in many cases. This neglect is followed by hopelessness and failure. Well taught and properly trained monitors are the hopeful source from which to supply the future teachers, and I think more definite arrangements should be made for their training. In annual reports, furnished more than twenty years ago, I recommended the use of a day-book for recording the attendance and business of monitors. I had a book of this sort, used with great advantage, for several years in different districts, but I ceased to require its use, as no official action was taken to render it necessary. As I am still of opinion that this book might be advantageously used in the training of monitors, I submit the plan for the ruling and heading of each page :—

Year. Month.	Name of Monitor.	Time of arrival.	Grammar.	Arithmetic.	Geography.	Lesson Books and Library.	Spelling Books, Books, &c.	Extra Branches.
Date.		H. M.						

The first three columns to be filled by monitor on entering in the morning, teacher taking care to have the school clock kept going. By this arrangement the monitors would have to report on their own regularity or irregularity, as to day, hour, and minute, which would accustom them to habits of accuracy and forethought. The Inspector

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would in this have a telling record, without involving the teacher in the sometimes difficult duty of making complaints. Teacher would mark monitor's absence from morning business by a horizontal line drawn half-way across the date and name columns. Absence for the whole day would be shown by the line drawn the whole way across these columns. In the other columns, under the several headings of studies, I had the value of the answering daily shown, for the subjects of the day by marks above or below the line opposite the date. This showed how the monitor prepared his business, and that the teacher also attended to it, and the Inspector was enabled to make suggestions or report with accuracy.

A long copy-book ruled as above, and furnished free, should cost little and effect much.

Irish Language.—Music and history suggest a reference to the National language. Considerable portions of this district contain a population whose immediate predecessors spoke generally, and thought in the Irish language. Many of the older persons still think in Irish, and express their thoughts very imperfectly in English. I regret to find that very few of school-going age here show any disposition to preserve a knowledge of their mother tongue, and it is not taught in any school, in this district.

Time and Duties.—During the year :—

I was engaged at Public duty on,	202 days.
I was off duty,	30 "
Sundays during the results year,	53 "
Total,	365 days.

My examinations in the schools occupied $1,009\frac{1}{2}$ hours, or about $5\frac{1}{2}$ hours daily ; and my official travelling amounted to 3,206 miles.

I have the honour to remain, gentlemen,

Your obedient servant,

EDWARD MACCREANOR,

District Inspector of National Schools.

The Secretaries, Education Office, Dublin.

Mr.
J. M'K.
Warner,
Ballin-
more.

Mr. J. M'K. WARNER.

Ballinamore, 25th February, 1886.

GENTLEMEN,—I have the honour to submit the following general report on the National schools of the Ballinamore District, in which I have been engaged since March, 1883.

There were in operation at the end of last year, 125 ordinary National Schools, one convent school, and one P.L.U. school. The two last-named schools have lately been passing through a period of transition, and therefore call for no further remark at present.

The district in which these schools are situated is mainly rural—the largest town has not 550 inhabitants—and is almost one-half mountain. Agriculture is the only occupation of the people.

The schools are fairly distributed according to the needs of the population. Some anomalies in this respect are being gradually removed.

The state of the houses in which the work of these schools is conducted is a subject on which I have little pleasant to observe. Some thirty schools are returned in annual statistical reports as "bad" in this respect, but I fear that an Inspector from a more favoured district might classify the houses here more severely. About seventy of the schools are held in slated houses, the other houses are thatched. Thatch in itself is no great objection to a house, if the house is in the first instance well built with regard to the purpose for which it is required, and if kept regularly in thorough repair, and of such are a few here. Nearly forty however of the thatched houses were evidently not built as school-houses, or else were built without intelligent consideration of health, comfort, or convenience. They are almost all incapable of proper ventilation, and have generally earthen floors, uneven, moist, and impossible to keep clean. Some are so old that any considerable repair is impossible. Fragments of the old thatch, damp and dirty, fall on the desks: the old moth-eaten timbers are from time to time reinforced by others placed beside them, or by props resting on the floor: the mud walls, gaping at the corners, are held by old trunks of trees from falling outwards. Many of the slated houses also are not in a satisfactory state: these however are commonly newer, and what they want is systematic repair. Such system is seldom observable, and many houses are in consequence falling into premature decay.

In the bad houses I have described there is not room for much furniture and apparatus; if there are desks, and forms, and maps, and a blackboard, and a teacher's desk and press, we must be satisfied. These are generally better of their kind than the houses, though in many cases very unsatisfactory; the forms are sometimes planks resting unsteadily on stones, or are old and worn away to the breadth of three or four inches, and the maps are often little more than rags, and in the damp houses new ones do not last long; bad maps are indeed the most common defect in apparatus. Both desks and maps however are in time, as a rule, replaced, and commonly replaced by those at whose expense I believe most of the repairs done are executed—the teachers.

I need not waste argument to prove the evil effects in instruction, discipline, cleanliness and manners generally, and health, the great deduction to be made from the possible value of the school, when held in a bad house; this I think is an urgent question,—who are to take the initiation in providing new houses, and who are to regularly repair the houses generally? The people cannot in most places be expected to do so; the bad schoolhouses are too often, unfortunately, very like their own poor cabins, and do not strike them as calling for improvement. In many cases the same remark would apply to the teachers, and whether so or not they should not be called on either to build houses or repair them. These are beyond question the duties of managers, and here the question is divided into that of providing new houses and that of repairs. As to the former, after allowing for a few cases of local difficulty in obtaining sites, there is now no reason why good houses should not be obtained if the managers appreciate the desirability of them, and are willing to take the trouble. Some managers in this district have done and are doing all, in this respect, that could be reasonably expected of them, and it is very desirable that obstacles in the way of such should be made as slight as possible. A new manager coming to a parish where all the schoolhouses are bad cannot take all in hand at once, and if the first takes a year or more longer than he calculated on, from legal and

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other difficulties, it is not surprising if he is somewhat discouraged. I am sorry to say that several other managers, far from endeavouring to build new schools, leave repairs of all kinds—house, desks, maps, clocks, everything—to the teachers. I do not now assert that this is necessarily or always the fault of managers; I fear they are often unable to do otherwise. Local contribution of money for repairs is almost unknown: the people if asked would regard the schoolhouse as the teacher's place of business, which it is for him to keep in order, as he is well able, they would say, to do. To the teacher a house of some kind and furniture of some kind are necessities of his existence as such, and so if managers or others do not or cannot act he must himself maintain them in tolerable condition, which he accordingly does. What is possibly unavoidable in some localities spreads to others, and so I fear these are now the common conditions under which repairs are executed; even extensive structural changes, or entire rebuilding, are sometimes carried out by the teachers.

This matter amounts to a failure of the whole system, in an important aspect: to give all teachers complete and *bona fide* relief, subject to obvious limitations, from such charges as these, is an object deserving serious consideration.

Free residences are rare in this district: they are commonly attached to small capitation schools.

In estimating the character and ability of the teachers, and the results achieved by them, one should bear in mind the difficulties under which they so often labour, as to house, furniture, &c., as well as the rate of remuneration, as made up from local sources and from the Treasury: the average income of male principals, as returned by themselves, is about £62, of female principals £48. These conditions largely influence the quantity and quality of candidates for vacant schools, as well as the character of the work done by them when appointed. Another fact seriously influencing the character of the teaching body is that managers commonly feel themselves called upon when a vacancy occurs to appoint a local candidate in the first instance. A candidate admittedly superior in every way, but unfortunately living a few miles off in the next parish, may be forthcoming, but the local aspirant must get first chance, and perhaps a second local aspirant follows before a really promising teacher is appointed: it is more likely, however, that one of the local candidates will attain a score just enough to pass, and, once in, remains. I am disposed to believe that managers are not themselves always anxious that their local nominees should be recognised, and I think that in this district certainly a higher standard of answering might be exacted from candidates without fear of exhausting the supply of applicants.

Coming to the general qualifications of the teachers now in the ordinary schools, I find that of the principals 2 are in Second Division of First Class, 45 in Second Class, and 78 either in Third Class or unclassified. About 50 are trained, or are at present in Training Colleges—and here I would incidentally express a hope that this proportion will be much increased in the future: with, perhaps, three exceptions the trained teachers give clear evidence of the great profit received from this special instruction, if not always in method and proficiency, certainly in the discipline and general tone of their schools.

The assistants, almost all female teachers, are all in third class but three, who are in second.

Leaving out schools adversely affected by temporary causes, and taking the 120 now in a normal state, I consider that in at least half of them

the work actually done is good, and fair or middling in all but ten or eleven of the others. Speaking of industry, I believe that in nearly three-fourths the teachers are doing their best; in about nine or ten they are, I fear, deliberately and to a serious extent neglecting their duty.

It is in estimating the general value of the teaching staff, that reference to the school accounts is most appropriate, certainly for this district. The Practical Rules require the teachers to inculcate, at every opportunity, the principles of truth and honesty. Teachers have, in this respect, incalculable opportunities for good or evil: children commonly imitate their seniors, and acquire their ways of looking at things, and the teacher is the senior with whom outside their own families they have commonly most to do. Possibly a teacher of lax morality himself might yet lecture his pupils on the impropriety of theft, but to do so successfully a very unusual force of character otherwise, or effrontery, would be required. It is moreover not likely that dishonesty of the ordinary kind, in keeping the school records, &c., will escape the knowledge of the pupils, and if they observe it the teacher's influence for good is gone. I need not add the further possibility that children might be actually trained to co-operate with the teacher's dishonesty, cases of which I have myself had here occasion to report, in order to explain why I consider this a matter of the very first importance in judging of the fitness of the teaching staff for its work.

I am glad to be able to say that there are very many of the teachers excellent men and women in every way, whom I can hardly conceive as acting in this matter dishonestly; it is, however, painful to have to add that a very large proportion have, at one time or another, shown themselves capable of making false statements in the records, in order to obtain public money. One hundred and thirty-one principal teachers have received salary in ordinary National Schools during the year 1885; of these 8 have been reported by me as guilty of fraud, clearly and indisputably; not less than 16 others by various and repeated omissions, irregularities, alterations, and discrepancies, leave little or no reasonable doubt, that fraud was intended; if I add that 3 of the latter class, and 8 others, are indicated in the District records as guilty of falsification during the last seven or eight years, to go back no farther, it makes a total of 32 out of the 131 principals, in whose case there is either a certainty, or a very strong presumption. I have carefully excluded all cases, at least as regards the first 24, of which I have personal knowledge, which do not come decidedly under this description. The causes of such a state of things—and that all frauds have been detected is extremely improbable—this is not the place to discuss fully; it may be specially characteristic of this part of the country, or it may be that these teachers have not a full sense of the gravity of their conduct. As general principles of action in the matter I would suggest that as much as possible (1) the opportunities of obtaining money by false statements, especially of a kind almost beyond investigation, should be few; (2) the checks should be effective and easily applied; (3) the first case of fraud on the part of a teacher should be severely dealt with. It is, I fear, a practice to continue boldly a course of fraud, on the presumption that the first or even second detection will not involve very heavy punishment.

Proceeding now to the School Programme, I wish to remark on passing on the ignorance of its details shown by many teachers. Knowing that a large portion of their emoluments depends on their pupils' answering on the subjects, as defined by the Programme, all teachers might be supposed to read every word of it with care, and reflect on the precise force of every change in it, yet many, even of those who teach their schools fairly on the

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whole, show extraordinary carelessness in regard to it. If asked have they observed such and such a change they reply that they have not, or perhaps that some other teacher was speaking of a change, but they actually have not themselves read the words at all. This is, perhaps, most conspicuous as regards Geography. I have known a fairly efficient teacher not understanding that the letter written by Class VI came under the subject Grammar.

I have seldom to report a deliberate neglect of any particular subject. As a rule when a school breaks down generally in any one subject, it is owing to miscalculation, or bad teaching. One form of neglect is not, I fear, uncommon in various degrees, neglect of the senior classes in all subjects. A teacher finds the great majority of his pupils juniors, he devotes his whole energies to them, and teaches them well: there is scarcely a failure on the marking paper below Class III, and few in that class. Only two or three qualify in IV for examination, and answer badly: none are above IV. The pupils who attend above Class III find that they do not get systematic instruction, they are probably sent to teach junior drafts half the day, and spend most of the other half with arithmetics, and slates, and transcription books, or some more elaborate but uncorrected exercise; their attendance becomes irregular, and there is the more temptation to neglect them; the tendency increases every year, till none at all are found above III.

Infants.—Of the proficiency of these there is little to be said for this district. Outside the Ballinamore Convent School, where Kindergarten exercises are being introduced, no special training for them is attempted. After what I have said of the nature of so many of the houses, and of the absence of local efforts at improvement, this will not seem strange. The reading of the Infants' Book is generally fair, and I think improved. The recent change in infants' programme has been for the better. I now frequently find children able to read the whole book, who formerly would have been kept learning to recognise the first few words; again I find children answering fairly on programme of Class I, who formerly would have been restricted to the Infants' Book. I am not, however, satisfied that the infants might not learn as much as they do in ordinary schools in less time daily, to the great convenience of the teacher and the other pupils, and the advantage of all. Their usual hours are from 10 to 3 or 3.30; if all this time they are really trying to work it is too long, and requires much supervision; if they are idling during half of it they could do this better outside, and save the time and trouble of the others. It is therefore worth considering whether in schools receiving the lower Infants' rate an early departure might not be in some way recognised.

Reading.—I have little to remark on this subject which is not probably applicable to all districts. The schools where the reading is correct, fluent, and intelligent are of course rare; failures to pass, however, are rare also. The habit of allowing classes to go on reading whole lessons to themselves, out of the teachers' hearing, amid surrounding noise, and the absence of careful and persistent correction, are the faults which generally combine to produce bad reading. Explanation seldom goes much beyond the words explained by the lesson books.

Writing.—The writing of this district is generally good, and I think improving. Mere scribbling of the copies of juniors is rare. At results examination the copy written by each child on the day is laid on the top of those written by him during the year, and all inspected together before the mark is assigned; this has, I think, a wholesome effect in checking carelessness during the year, and hence in forming the hand. Pupils of Class IV. should, I consider, be well able to write No. 5

of Foster's Series, or 9^a of Thom's 'at end of their year. I sometimes find most of the third class able to write the latter well. The earlier Nos. of Foster's Series are, I think, a better introduction than those of Thom's to the 9 and 9^a of the latter. The hand formed by this combination is generally followed more regularly in dictation, and other exercises.

Arithmetic.—This subject receives much attention, or at least time of the pupils, more indeed than any other. Failures are generally few in junior classes, and in seniors also the answering is now generally fair. This is a subject which requires thorough teaching,—by the best teaching power in the school—practice, and examination. A not uncommon fault, even of intelligent teachers, is to allow the last element an undue proportion of the available time, without intelligent combination of the other two; tests-cards, written or printed, are issued daily; every day is a day of examination on rules not taught, and the teacher, thinks he has done something when he marks the answers "right" or "wrong."

Spelling.—There are few failures in this subject in Classes I. and II.; when they occur it is not as a rule for want of practice of some sort, but owing to the gross carelessness with which their ordinary spelling lesson is conducted. I constantly hear children, at my occasional visits, dash through something resembling the letters of a word, to the teacher or a senior pupil, so indistinctly that no one can tell whether or not they are right, and no correction is attempted. The elision of *e* in second syllable of "benefactor," and the uncertainty about its presence in "righteous," are common examples of such negligence.

This subject generally is one of the most mechanical in the Programme. In the senior classes the essentials to success are—that the dictation lessons be given regularly; that the pieces be carefully chosen; that the writing be careful; that copying be prevented; that the errors be all found out, and corrected systematically, carefully, and completely; that other words and phrases likely to be misspelled are picked out and put through the same machine of writing and correcting. In bad or careless schools the course pursued is precisely the reverse in all respects, transcription is moreover, often substituted for dictation, and the pieces chosen are often from Third Book for all classes, and perhaps read by one of the pupils. This kind of instruction is, I think, gradually disappearing and the subject is one in which I can often observe an improvement. It is, I believe, a subject entitled by its importance to a higher fee than that at present allowed it. Subjects are taught either for intrinsic worth of a practical kind, or as cultivating intelligence; in the first respect Spelling deserves as much as the Geography, and perhaps as the Reading, for pass mark of Programme.

Grammar.—This subject receives very fair attention. Pupils of Class III. generally pass, and often well. I sometimes find children of this class able to give intelligent answers in illustration of the definitions, e.g., as to what nouns are represented by the pronouns in sentences. This is a useful exercise with the other parts of speech, in all classes; with prepositions and conjunctions it is a form of analysis. In IV. the answering is middling, though the Programme for this class is, I think, better understood than heretofore. In the higher classes the answering depends very much on the ability of the teacher to teach it; grammar is a subject in which I have most often occasion for doubt in this respect. I have observed more than one teacher uncertain as to the part of speech of "that" in sentences of no particular difficulty. In parsing, as in all subjects, carelessness at ordinary lessons is in bad or middling schools conspicuous. It is put into the same half-hour as reading; the first, or any other random sentence, is taken: first pupil gallops off about a common noun, third person singular, nominative case

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to—any thing at all, and about a regular intransitive verb, indicative mood, past tense, first person singular to agree with—anything else; half the terms used were wrong, and the pupil thought of none of them. The teacher has probably gone off meantime to talk to pupils in the desks, and another child takes up the gallop:—when the teacher returns he takes another random sentence.

Parsing on paper is becoming more common here in ordinary school work. The risk in this too is of course that the selection will be careless or even left to the children, and that their work will not be carefully read, or errors explained. The practice helps to remove the monstrosities common at examinations on paper, such as "red transitive verbs" and "feative adverbs." One fault which I have often pointed out is that pupils commence in their exercise books a sentence, fairly selected; they write to the end of the page, sign their names, and never parse the remainder of the sentence, where very probably the main difficulty begins. Too easy sentences are the usual fault in schools where the subject is low for giving such there is, I fear, often another reason than carelessness.

Geography.—This is another subject in which the answering, though fair on the whole, is generally much better in the lower classes learning it than in the higher. The failures to pass in III. are not numerous, not much more so in IV. Above IV. they are very frequent. The failures in VI. often strike me as examples of neglect to read the Programme. The amount of work laid out for this class is really small, and might be mastered with a tolerable attendance in any school, with little trouble to the teacher. Geography, as taught, and as there is any reasonable hope of it being taught in the great majority of schools, is a mechanical subject. Granted maps and text-books and regular home lessons, the greater part of the programme in geography can be prepared by the pupils themselves; in Classes IV. and V., with only direction, supervision, and examination by the teachers. When it is badly taught in these classes the precise subject of the day's lesson is not known beforehand—indeed there is none,—and the lesson, if given at all, consists generally in a loose scramble, conducted solely by the teacher, in the form of question and answer, over every part of the world, the children probably answering, if answering at all, in chorus.

I have said before that carelessness in reading the Programme is especially observable in geography. I think, however, that careful teachers sometimes misunderstand it, teach what is not required, and leave out what is. There are doubtless difficulties, but notwithstanding I am certain that much better results on the whole would be obtained by naming precisely the exact number of pages of a particular text-book required for each class, with map knowledge involved. That these difficulties are not insuperable is proved by the naming of a particular text-book for monitors of first three years in this particular subject.

Agriculture.—The answering is in a few schools decidedly good, in most poor. In some the lesson consists in the pupils reading the book by themselves, and when done in earnest and followed by intelligent questioning this produces some result; indeed to make children read a book by themselves, in order to be familiar with its subject-matter, is what every National School could not accomplish. In one or two schools I have observed one pupil reading out for the class. This obviously means almost nothing. This subject might I think be improved by the issue of the text-book in catechetical form, expressed throughout in the very simplest language.

On *Book-keeping* I can scarcely generalize, as it is taught in only about one-fifth of the schools. I think, however, that the sets are now written with more attention to neatness.

Needlework is generally very fair.

Music is taught in only four schools. In these few I find it difficult to have the whole Programme taught.

Extra Subjects are so seldom presented that in these also no general remarks would be valuable. *Drawing* is taught well in two or three schools. *Geometry*, *Algebra*, *Physical Geography*, and *Girl's Reading Book* are the commonest of the others. A few schools have *Sewing Machines*.

I have the honour to be, gentlemen, your obedient servant,

J. McK. WARNER, District Inspector N. Ss.

The Secretaries,
Education Office, Dublin.

Mr. A. PURSER.

Parsonstown, 26th February, 1886.

GENTLEMEN,—I beg to furnish herewith my General Report on the Parsonstown District, to which I was transferred in October, 1882.

The area of the district has undergone no change for many years, and the number of schools is but little different. Since I have been in charge, two schools (Lehinch and Lumcloon) were struck off, and not replaced by others; two Church Education schools (Nevagh and Ballymackey) have been put under the Board; five vested houses have replaced less suitable buildings, and a few more are in course of erection. The school accommodation is more than sufficient.

Most of the school buildings are maintained in just a tolerable state of repair, and the number that are thoroughly satisfactory as to repair, furniture, cleanliness, neatness, &c., might be counted on one's fingers. Of thatched houses there are still eight in the district. A large part of the country is covered with bog, and a considerable proportion is under tillage; hence there are times when the children's labour is absolutely necessary at home, and when they cannot attend school with any regularity. In consequence of this, the average attendance is much lower than it ought to be, considering the population of the district, and the number of children that pass through the schools. The number of pupils qualified for result examination is also much smaller than it should be. In a school examined this month out of about 120 pupils on rolls during some part of the year, only 30 qualified for examination, and in another school, out of 130 on rolls only 53 qualified. These are not exceptional cases, but such as I meet with nearly every month in the year. It would not be fair, therefore, to judge the schools by the same standard as might be applied to more favourably circumstanced schools. There has been a slight improvement (about 10 per cent.) in the average attendance during the past three years, mainly attributable to better weather. The net increase of pupils has been over 600, and has raised the average daily attendance for each school to about 55 children. Teachers and Managers continue to desire compulsory attendance to improve this state of things, and to bring all children into school at an early age. The number of grown children in the lower classes in many schools in this district reminds me very strongly of the Connaught schools. There has, however, been some improvement, and I hope every year will see it more pronounced. Both teachers and pupils are more punctual and are working more industriously than formerly. Of course there are some, I fear, almost incorrigible teachers who appear to spend much of their time trying how far they can scheme, and neglect their work.

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Mr.
A. Purser
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Schools.Mr.
A. Porter.Parsons-
town.

A very large proportion of the teachers keep their schools open the shortest time allowed by the Commissioners, but as they keep within the rules, I cannot do more than suggest that longer hours would probably produce better results. A considerable number of the laziest and least successful teachers have been forced out of the service since I have been in charge of the district—some on pension, some on receipt of a gratuity, and a few by summary dismissal—in nearly all these cases the change in the staff has been an improvement.

The total number of changes in the teaching staff has been very great—59 in all during the past three years. Of these 5 were caused by death, 34 left of their own accord (some to take charge of other schools, some for other reasons, 9 on receipt of pension or gratuity), 10 were dismissed by their Managers, and 10 by the Board. The classification of principal teachers at the end of 1882, was—

I.,	.	.	2	} 125; it is now {	I.,	.	.	8	} 124
P.,	.	.	9		P.,	.	.	12	
II.,	.	.	44		II.,	.	.	39	
III.,	.	.	60		III.,	.	.	68	
Probationers,	.	.	10		Probationers,	.	.	2	

The chief differences it will be seen are an increase of 4 in I. class, of 8 in III. class, and the almost total disappearance of unclassified principal teachers. This I look upon as very satisfactory. I should be glad to see the examination on the present "provisional" programme abolished, and have unclassified teachers examined on the programme laid down for III. class teachers, omitting only the subject matter of the Lesson Books, Agriculture, and perhaps the Manual of Methods.

Additional experience has confirmed my opinion that mere literary classification is no index to the merits of the teachers as school-keepers, and I should much prefer seeing their classification dependant on the state of their schools, which, I think might easily be done, no teacher to be promoted or depressed until after at least two good or bad reports respectively. Of course this would necessitate a change in the present pension scheme, which, however, could be easily arranged.

Besides the staff of teachers above referred to, there are 19 assistants (mostly III. class); the Nuns employed in 5 Convent Schools, 4 work-mistresses, and 110 monitors. The latter are far too numerous, as three-fourths of them have little or no chance of getting situations under the Board. They ought not to be appointed in any school that is not quite satisfactory. Most of them are respectable young persons, anxious to improve themselves, and attentive both to their own studies, and to their school duties. As a rule I believe their special instruction is duly attended to by their teachers, and I am glad to be able to report a considerable improvement in this matter, as evidenced by the greatly diminished failures at the annual examinations held in July. Of 8 male monitors, taking B or C papers, 3 passed; and of 18 female monitors, 15 passed during the last three years. Of those taking D papers, 7 males out of 8, and 12 females out of 16, passed. While referring to the July examinations, I may mention that only 2 female teachers came forward for promotion during the three years, 1 successfully; and 14 males of whom 6 were successful. This neglect of the teachers is much to be regretted, not only because their classification and class salaries remain low, but also because without study they become less useful, and unfortunately in many cases spend their spare time unsatisfactorily.

Free residences are attached to 28 schools, but only 5 of these were built under the Teachers' Residences Act.

Order and discipline do not in general receive as much of the teachers' attention as is desirable, yet a little more care given to these would

under the work of teaching both lighter and more effective. In some cases, it is true, the teachers are not so much in fault as their school houses, which are unsuitable and overcrowded, rendering good order almost impossible.

The school accounts are kept more accurately and carefully, but it is not until after many and frequent reportings to the contrary. Even only a few weeks ago during the recent snowy weather I found a teacher deliberately marking pupils present that were absent (that lived several miles away, and could not possibly attend), though she had been fined as well as reprimanded for falsification of accounts within the past three years. During that period for the same cause 7 teachers were refused their result fees, 11 were fined, from one his good service salary was withdrawn, and 31 were reprimanded—all for serious errors, less important mistakes being of course passed over unless wilfully persisted in.

Turning now to the literary department, and the general proficiency of the pupils, I am glad to be able to note an improvement in the classification. During the last result year I found 43 schools without a sixth class, but three years ago the number was 62.

The infant departments are not satisfactory in the few large schools in the district. The Kindergarten system has made no way here, and except in the model school very little is attempted beyond the ordinary requirements of the programme for infants.

In *Reading* a fair degree of verbal accuracy is the highest in general aimed at or acquired in all classes; absolute failures are not numerous, but mere passes are. Provincialisms scarcely receive enough of the teachers' attention, and indeed some teachers themselves grossly err in pronunciation. Explanation of the reading lessons is usually very feeble, and is often omitted altogether by the teachers on the plea of insufficient time. The poetical pieces are not repeated with much taste, and when the stops do not occur at the end of the lines sad hash is often made of the sense and sentiment.

The improvement in *Pennmanship* referred to by my predecessor continues. Greater progress might be made by teaching the first class more systematically, and by requiring the school and home exercises of the seniors to be more carefully written.

In *Arithmetic* the proficiency is very creditable in rather more than half the schools. Failures in I. and II. classes are comparatively rare, but become numerous in III., IV., and V¹., and again decline somewhat in V². and VI. In about 50 schools the proficiency in the middle classes is much lower than it should be. This I believe is largely due to want of systematic blackboard teaching, and neglect of frequent repetition. The general use for instruction of cards, which are really suitable only for examining and testing, is probably also a part cause. The knowledge of tables is usually good, but Mental Arithmetic is little attended to, and Notation is seldom well known.

Spelling is generally pretty good. Where it is otherwise, it is owing to neglect of this subject in the junior classes, or to imperfect correction of the senior pupils' school exercises—a matter to which I have had to draw the teachers' attention too frequently. The daily dictation or transcription is now usually selected from the day's reading lesson.

Grammar is the worst subject in the schools here. I used to believe that it was neglected; but a couple of years' experience in marking the teachers' grammar papers has led me to think the low proficiency largely due to the teachers' insufficient knowledge of the subject. If the pupils were taught a little analysis it would make the subject more interesting and useful. Leaving out part of the present programme in the lower

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classes, the third class might be required to distinguish, in a simple sentence, the subject and predicate; IV.—subject, predicate and object; V¹.—to analyse easy simple sentences; V².—simple and compound sentences; and VI.—complex sentences. But I should prefer deferring the subject to V¹ class, requiring more each year, and allowing a higher fee.

Geography is another weak subject, but is improving. The maps are generally in an unsatisfactory condition, and blank maps are rarely met with. The introduction of Geographical Readers would be of great advantage in teaching this subject.

Under the stimulus of a double fee *Agriculture* has been better attended to, and been more generally taught; but the teaching is not practical, and is therefore of little use. The same may be said of the optional subject *Book-keeping*, in which the answering is seldom good.

Needlework is fairly taught, and rarely neglected. Part of the requirement of the programme should be the production of some of the work done during the year.

Of *Extra* and *Optional* subjects, *Singing*, *Algebra*, and *Geometry* are taken up in a few schools; *Instrumental Music*, *Physical Geography*, *Sewing Machine*, *Girls' Reading Book*, and *Drawing* in still fewer. The total number of pupils examined here in extra branches during the past year was under 400.

The Model School continues to maintain a high standard as is expected by the Commissioners.

As a rule an adequate supply of sale stock is kept in hand by the teachers. Maps and other apparatus are more sparingly provided, but are seldom found in good order. The dampness of the school-houses destroys the maps more quickly than use.

I am glad to be able to state that my intercourse with the managers is of the most friendly character. They or their deputies visit the schools frequently, and as a rule take great interest in the progress of the schools and of the children. It is desirable that they should have some local funds at their disposal for repairing the school-houses and furniture, and for renewing maps and other apparatus when required. The amount would never be very large, and would probably be willingly voted by the Poor Law Guardians.

I am, gentlemen, your obedient servant,

A. PURSER.

Mr.
M. Keenan,
Kilkenny.

MR. M. KEENAN.

Kilkenny, February 27th, 1886.

GENTLEMEN,—In compliance with the instructions contained in your letter of the 20th November, 1885, I beg to submit, for the information of the Commissioners of National Education, this, my first general report upon the Kilkenny District.

This district embraces almost the entire northern half of county Kilkenny and the southern half of county Carlow, and is bounded on the north by the Castlecomer hills, on the south by the King's river and Black Stair mountains, on the west by the Munster river, and on the east by the Slaney. This extensive district contains a population of 70,000.

The people are engaged almost exclusively in agricultural pursuits, there being no manufactures of any importance even in the towns. A

great deal of the best land is given up to pasture, so that in many places the population is sparse. The town population is principally engaged in carrying on trade between the farming classes and the merchants and manufacturers of England and Scotland. In all the towns there is a large population who are miserably poor, having no steady employment. These people are employed by the farmers at two periods of the year for a short interval, at other times employment is scarce and means of living precarious. It is to be hoped that a system of technical education will be introduced that will train up this half-idle population to industrial pursuits, so that some of the wealthy classes may embark in manufacturing enterprise with a reasonable prospect of success. Steady employment at even a low rate of wages would greatly improve the condition of this portion of our population. It is the earnest wish of those who are most interested in the education of this community, that our system of elementary education should be so extended as to embrace a scheme of technical education, so that children when they had reached a certain age and had acquired a certain amount of proficiency in literary subjects would devote a portion of each day, under a competent master, to acquiring some skill in a useful trade. To introduce instruction of this kind as part of our school course would be the means of overcoming the unreasonable prejudice that at present exists amongst the children of the more wealthy farmers and trades people against all kinds of manual labour. It would also be the means of giving useful employment to the advanced pupils who remain at our schools till they are sixteen or seventeen years of age, and who do not intend to devote themselves in afterlife to a profession. I am glad to see that a programme has been drawn up in handcraft, as a subject in which teachers may submit themselves to examination to obtain certificates of competency, and I hope that before long the teachers so qualified will be able to introduce it as part of the school course. I can promise to such instructors a great deal of local support.

In addition to the schools under the National Board, of which I shall treat presently, there are in this district two Intermediate Colleges for the education of the sons of the middle classes, two schools conducted by the Christian Brothers, and about ten small schools kept up by private donations, the attendance of which would be too small to entitle them to a grant from the National Board.

In addition to the school pence of the children and the grants from the National Board, there are seventeen schools which receive a local endowment either from the manager or patron of the school, or from the owner of the property on which the school is situate. In this matter I must commend the action of Lord Clifden towards all the schools upon his extensive estates. Only two schools are under his lordship's immediate control, Dungarvan male and Dungarvan female, to the teachers of each of which he gives an annual contribution of £30 and £25 respectively, and a free residence; to seven other schools he gives each an annual grant of £5, and he provides all these schools with fuel. I may add that he does not in any way interfere in the management of any of the schools except the two under his own control. Other proprietors also contribute, but their contribution are generally confined to the schools under their own immediate management. I may add that I should be glad to see Lord Clifden's example more extensively followed.

It may be inferred from the foregoing that almost the entire population of this extensive district is dependent for education upon the National schools. To supply this want there is a model school with its two departments, having an average daily attendance of 109 pupils, five

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convent schools with an average attendance of 1,017, three Poor Law Union schools with an average attendance of 149, and 114 ordinary National schools, with an average attendance 5,600. In addition there is one applicant school at Bagnalstown, which was conducted by the Christian Brothers up to the beginning of the present year, but to which National teachers were appointed at the beginning of the present month, and an application has been made by the Very Rev. B. O'Neill, P.P., for a grant of salary and books.

Of the ordinary National schools five are under lay managers, seven are under managers who are clergy of the late Established Church, and 102 under the management of Roman Catholic clergy.

The schoolhouses are upon the whole substantially built, well lighted and ventilated, floors boarded, supplied with sufficient furniture, and kept in good repair. I must exclude from this description five wretched hovels which still serve the purposes of schools. I have made repeated representations to the managers to have these replaced by suitable school buildings, but so far I have not been successful. The school accommodation is more than sufficient for the present attendance. There is accommodation for 12,000 children, and there are only 11,000 on rolls. When these bad schoolhouses are replaced by others, and two or three more built in localities that are too distant from present schools, the requirements of this district, so far as school buildings are concerned, will be fully met. In this matter I have been urging upon the managers of some of the large town schools where there is a large proportion of infants, the desirability of establishing an infants' school, and in this I have met with some success. The infant school lately opened at Graigue was built at my suggestion.

Since I took charge of this district in March, 1883, only two new schools have been taken into connexion with the Board, Graigue infant, which has been already referred to, and Coolroebeg. The latter school was much required as the children of the locality were unable to travel to Thomastown schools, which are a distance of five miles.

As to the regularity of attendance of pupils at the schools, I am of opinion that there is no child in the district who is not attending some school, however irregularly, and I think little can be done to secure more regular attendance. In the district there is an average of 11,000 on rolls, and an average daily attendance of 7,000. When due allowance is made for sickness, distance of school, severe weather, and the many other obstacles in the way of regular attendance, I think even a penal enactment could accomplish little more. I should add that the clergy take a most intelligent interest in their schools, visit them almost daily, note down those who are absent, and visit them in their houses, and in fact do their utmost to secure regular attendance.

Of the 114 ordinary schools, 6 are infants', 35 boys', 32 girls', 17 mixed schools under a master, and 24 mixed schools under a mistress. In case of the latter schools it is found that the proportion of boys in the higher classes is generally very small, and as vacancies occur managers are disposed to appoint masters. This has been done in the case of Ullard and Copenagh with the most satisfactory results. With regard to the infants' schools, except those in the convent, Kindergarten exercises have not been introduced. This is not due to any want of earnestness on the part of the teachers but they, themselves, have not had an opportunity of learning these exercises and the demands on the time of the organizing teacher have been so numerous and pressing, that she could not be sent to any of these schools.

Attached to three of the convents there are large infants' departments where Kindergarten exercises are taught with great success.

The teaching staff of this district numbers 133, the following table shows their classification :—

	Males.	Females.
I.,	3	1
II.,	1	4
III.,	19	27
IV.,	5	1
V.,	20	37
VI.,	1	0
Provisionally classed,	1	3
Total,	60	73

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With regard to these teachers I have much pleasure in stating that they are a hardworking, zealous body of public servants, fully alive to the importance of the duties they are called upon to discharge, and in general held in high esteem in their respective localities. During the year I visited nearly all the schools incidentally, and did not find any serious irregularities. The errors which I felt called upon to report arose from want of skill or experience.

Of the many grievances which the teachers labour under there is none more pressing than want of suitable residences. Many of the teachers in this district have to walk seven or eight miles to and from their schools every day. In the case of female teachers where extra instruction has to be given to a mistress outside school hours some cases of great hardship have come under my notice.

Since the passing of the Teachers' Residences Act, only four managers in this district have availed themselves of its provisions; however, there are 32 other residences provided by the managers, only 4 of which are not suitable. In addition two residences have been built, but owing to a misunderstanding between the landlord and the manager of the schools they have not been occupied. Summing up we see there are still 84 teachers without suitable residences.

It is a remarkable fact that of late there have been very few changes of teachers in the schools in this district. During the past year only four new appointments were made. This does not seem encouraging to the large number of young people who are preparing themselves for the teaching profession here. The opening of the new Training Colleges and the further facilities that the Commissioners have made towards improving the classification of the teachers has had a most beneficial influence. I find a general disposition on the part of young teachers to take advantage of the training, and many of those to whom it would not be practicable to attend a training college are applying to me to be admitted to the forthcoming July examinations as candidates for promotion. It is to be regretted that teachers in their studies can procure little or no assistance from others of higher attainments. I understand at the meetings of their associations a great part of the time is spent in some of the more highly classed teachers instructing their less fortunate brethren in some of the more difficult subjects of their programme. Some of the books lately placed upon the Board's list will also greatly assist young teachers who are anxious to improve themselves, as these books are so well written that they will serve the double purpose of author and tutor.

The following is a summary of the number of teachers who have made application to be admitted to forthcoming July examinations as candidates for promotion :—

	Males.	Females.
Candidates for 1st Division of 1st Class,	0	1
Do. 2nd Division of 1st Class,	5	10
Do. 2nd Division of 2nd Class,	9	10
Total,	14	21

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And I have much pleasure in stating that the condition of their schools enabled me to enter nearly all their names upon the list of candidates for promotion recently forwarded to your office.

There are in the schools of this district at present 129 monitors—43 males, and 86 females. The teachers entrusted with the training of these monitors upon the whole discharge their duties in this respect faithfully. At the July examinations of 1885 of 33 monitors examined only three failed to reach the standard required by their programme. In the last course of training of seven monitors who had been trained in schools of this district, two obtained first class certificates upon the usual conditions, three second class, and two third class. Coupled with this I have pleasure in pointing out the success of those trained in the Model School (Kilkenney). One monitor and five pupil teachers were examined. The monitor was *facile princeps* among those of the same standing, and the pupil teachers obtained a like distinction. It is to be regretted that more of the young teachers of this district are not entrusted for training to the excellent teachers at the head of the male and female departments of this institution. I experience no difficulty in finding well qualified candidates to fill up vacancies in the monitorial staff.

With regard to the proficiency of the pupils attending the schools, I beg to state that I find steady progress. During the past two years there has been a marked increase in the number of children presented for examination in the senior classes. I have here to repeat a recommendation that I made upon a former occasion, namely, that children who make one hundred or more attendances in two consecutive years, and should fail to qualify by attendances for examination in both years, should be eligible at the end of second year. Many of the children who pass through our schools and who have made good progress often leave without having received the benefit of a single inspection, and the teachers do not receive the results fees they have justly earned.

I shall devote the remainder of this report to a brief statement of the proficiency in the different subjects of the Results Programme.

Reading.—In the better class of schools reading is well taught, the children read fluently with correct pronunciation and grouping of words. They are also able to answer questions on the subject-matter of lessons read, and explain the meanings of the words and phrases that occur. In general the required number of pieces of poetry are learned, but not very accurately.

Writing is well taught in most of the schools, but in some instances the copy books suited to the different classes are not always in stock, and any copy book, however unsuitable, is supplied to keep the children busy.

Arithmetic.—In the junior classes I have still to complain of a want of knowledge of tables, counting upon the fingers and such other practices are still resorted to. The rules of mental calculation are taught with some success in most instances. In the senior classes this important subject is well taught, and of late there are hardly any failures.

Spelling.—Oral spelling is good in all classes. In third and fourth classes dictation is still weak. Fifth and sixth classes in general do their dictation exercises well.

Grammar.—Of late I observe an improvement in this subject. Third class is nearly always well prepared. Fourth class indifferently, as teachers do not always keep in view the requirements of programme. Fifth and sixth classes good.

Geography.—Carefully taught to all classes except the sixth. In this subject I find that teachers sometimes forget that programme of higher classes also embraces programmes of lower classes.

Agriculture.—This subject is read in nearly all the schools taught by a master. The portion of the book prescribed for each class is fairly prepared.

Book-keeping is taught in most schools where results fees can be earned. In general the exercises are well written and pupils understand the entries. In a few instances, however, I found the Leger to be a mere transcription of the Key.

Sewing and Knitting are taught in all the schools in which there is a female teacher. In most cases the different classes are taught up to the requirements of their respective programmes.

Extra Branches.—Except in a few schools extra branches are not attempted. I cannot congratulate the teachers upon much skill in selecting the extra branches they teach *from a pecuniary point of view*. I find Geometry and Mensuration more frequently taught than Algebra. Physical Geography only taught in a few schools. The extra branches taught are Girl's Reading Book, Cooking, Physical Geography, French, Geometry and Mensuration, and Algebra.

I find also in the Presentation Convent National School, Kilkenny, a course of industrial training is taught quite beyond the requirements of programme. In this Convent weaving is added to the extra branches, so that some of the girls are wearing dresses that they have woven and made. It is to be hoped that this industry will be encouraged by adding weaving to the extra branches taught in girls' schools.

I have the honour to be, gentlemen, your obedient servant,

M. KEENAN, District Inspector.

To the Secretaries, &c., &c.

Mr. LOUGHNAN.

Rathkeale, co. Limerick,
11th March, 1886.

Mr.
Loughnan,
Rathkeale.

GENTLEMEN,—In compliance with your instructions I beg to furnish the following general report on this district, of which Rathkeale is the official centre. The outline, which remains unchanged since the date of my taking charge in March, 1883, is, roughly speaking, fan-shape or in the form of a sector radiating from Foynes National Schools, $11\frac{1}{2}$ miles north-west of the centre on the south bank of the Shannon, as apex, to points Kilmallock and Taur National Schools, 22 and 29 statute miles distant, south-east and south-west respectively. Rathkeale is not consequently conveniently situated as a centre, though owing to the unavoidable configuration of the district and distribution of its towns no better under the circumstances could have been selected. The west central part of the county of Limerick and a strip of the north of the county of Cork compose its area. The northern portion is a light friable soil, in places interspersed with rocks, but on the whole fairly adapted to tillage purposes and mostly made up of small agricultural holdings. The central and eastern portions contain two good business towns, Kilmallock and Charleville. This division comprises a large plain of rich alluvial formation traversed by two parallel ranges of hills, and is almost wholly devoted to pasturage and dairy farming. The south-west angle is physically different being mountainous and peaty. As might be anticipated the attendance at the schools is locally influenced by these natural circumstances, which largely control the occupations of the people.

Besides four important towns, with populations varying from 1,000 to 2,000 inhabitants, several smaller exist, each forming the nucleus of

Appendix C. one or more large schools; as a rule, the school-houses in such localities are less satisfactory in structure, worse appointed, afford less accommodation, and are attended by a poorer class of children than the purely rural school.

Mr. There are at present 109 schools in operation classed as under:—

<i>Loughman,</i>	Ordinary,	.	.	.	.	.	101
<i>Rathkeale.</i>	Convent,	.	.	.	.	.	4
	Pece Low Union,	.	.	.	.	.	4
	Total,	.	.	.	.	.	109

Of these 15 are vested in the Commissioners or assigned to them by bond, 45 vested in trustees, and the remainder non-vested. Forty-four schools are exclusively attended by male pupils, 44 by females, and 18 have a mixed attendance.

Three are specially fitted up for the reception of infants in separate houses, and with a separate staff of teachers; one is recognised as an Agricultural school, in which the pupils receive most useful practical instruction in husbandry and stock management, and to another a school garden is attached affording opportunities of acquiring a useful knowledge of the cultivation of vegetables, herbs, and in the floral department—hardy annuals and perennials. The refining tendency of employment of this nature for even a short period daily must eventually exert a powerful influence on mental culture.

Considerable advance has been made within the triennial period to which this report relates in the substitution of new and suitable school-houses for small, badly lighted, and ill-ventilated structures. The Commissioners have made grants in aid of erection to the following school-houses to be vested in trustees:—Knocktocah, male and female; Drumcolliher, male and female; Feoghanagh, male and female; Palkaskerry, male and female; Knockauhane, mixed. In this connexion the religious communities in the district have been specially active, vying as it were in providing additional teaching accommodation. The ladies of St. Anne's Convent, Rathkeale, have through the fostering care and energy of the manager, Venerable Archdeacon Halpin, P.P., and their own very strenuous and zealous efforts in the cause of education, metamorphosed and splendidly fitted up at a very considerable expense the former parish church as a National school. The apartments are almost perfect and the class-rooms can easily receive at least 600 pupils. The nuns of St. Catherine's Convent, Newcastle West, have been made a grant for the erection of an infant department in connexion with their already existing school. This new building will supply a much needed want. I have often had to deplore the large number of "waifs and strays," non-school going children, to be found daily in the parlours of this town. Special rooms will also be provided for instruction in instrumental music. It is pleasing to add that the local landlord, the Earl of Devon, has acted most kindly in assisting the exertions of the nuns by grant of lease and a generous donation towards expenses. The community at Charleville has recently had a portion of their school held in a separate house, recognised as a distinct department for infants; they have likewise been granted a subsidy toward the extension of their present senior school. The construction of about half a dozen new houses to supplant unsuitable buildings, and the execution of some general repairs and alterations would leave little cause for complaint as regards fabric and 'adaptation to environment' of the present school-houses.

The educational wants of the district are, I may say, altogether supplied by the National system. I know of but one hedge school—this is

situated in a remote mountainous place, commanding a sparse and fluctuating attendance during the winter months; there are, besides, one school under the care of the Christian Brothers, two classical schools, one small Wesleyan, and three Episcopalian Parochial Schools.

Though most managers are anxious that the school-houses should be properly maintained, in the present distressed state of the country and the many calls upon them they experience great difficulties in raising funds for improvements or even necessary repairs.

I regret in few places is there any attempt at taste in laying out the school grounds. Where shrubs have been planted or flowers cultivated I never find them interfered with by the children, and such surroundings are attractive and present a pleasant and homely aspect. Planting ivy as a curative for damp walls would be most beneficial.

The Teachers' Residences Act has been hardly taken advantage of—excluding Convent and Poor Law Union schools—only twenty residences in connexion with my schools exist, of these all but three have been erected solely by private enterprise. Many of the teachers are of necessity obliged to reside at a considerable distance from their schools. Some of them possess light vehicles, but others, specially female assistants, I frequently meet 'wending their weary way' to and from their schools in the most trying weather. Now that labourers' cottages have become a fact and have appeared as it were by magic at the bidding of the guardians, this locality is dotted over with them, it is humiliating to think that no similar measure has been enforced in behalf of the teacher. The guardians of this union, I am glad to say, have recently manifested some interest in their behalf by voting the union contributory.

On the 31st December, 1885, the teaching staff of the district, exclusive of convent schools, was constituted as follows:—

	Principal.		Assistant.	
	M.	F.	M.	F.
P.,	4	2	—	—
P.,	5	6	2	1
HP.,	23	19	5	7
HP.,	3	1	3	4
HP.,	22	18	18	26
HP.,	2	—	4	—
Totals,	58	46	32	38

three industrial teachers, 71 male and 71 female monitors.

The annual examinations have been largely attended of late years by candidates for promotion, and a sustained ambition in this direction, as shown by the list of this year, is gratifying. I may here add that the conduct of the teaching staff, often under trying circumstances, has been most exemplary, and that they command the confidence of their managers, the parents of their pupils, and the general public, is sufficiently patent from the extreme scarcity of complaints, even of the most trivial character.

Reading.—Good and pleasing reading, though not altogether unknown, is very exceptional, the prevailing style being indistinct, jerky and regardless of punctuation. Even in advanced classes, I not unfrequently find pupils ignorant of the duration of pause proper to the different stops. Even where most attention is devoted to the subject, an unnatural pompous manner is often affected, extending also to the repetition of poetry. As these subjects may, to some extent, be mastered by the pupils unaided, the attention and time they should receive are not given them, the consequence being that the knowledge of meanings of words and subject matter of lessons read is very imperfect, and attempts at paraphrasing or rendering a sentence in their own words attended with

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little success. Learning prose and poetry by rote I regard as of much importance, the mental powers of retention are developed and strengthened, addition made to the learner's vocabulary and range of ideas, together with accuracy and facility in spelling, acquired through the imprint of the words upon the organs of vision.

Writing.—This is another branch in which the pupils are largely left to their own resources in many of the schools. Copies are doubtless written daily and the required number of them almost invariably forthcoming, but from their execution, it is often too apparent that sufficient supervision and correction of faults have not been used.

I am constantly obliged to call attention to the awkward attitude assumed by the children, sprawling over their desks with the right cheek almost touching the paper, faulty method of holding their pens and the like.

An English judge has recently declared that there is an undoubted tendency to degeneration in the present method of writing, and that in this age of feverish progress in scientific education, penmanship is neglected. Such a sweeping charge cannot be made against our schools in general, though certainly in some, the fashionable delusion of its being a baseness to write fair may be said to exist.

The present demand for legible writing in commercial and legal pursuits and the Civil Service, should act as a powerful stimulus to our teachers and their pupils to devote increased attention to this branch.

Arithmetic, generally speaking, is well taught: minor points, however, such as neatness, well made figures, ruled lines, are often subordinated too widely to the acquisition of practical detail. The neglect of these particulars, even in the earliest stages, reacts on both teacher and pupil, slovenliness thus engendered and acquired extends itself to penmanship, book-keeping, and all written exercises.

The tables and rules are, very fairly known and understood, but mental calculation is not sufficiently cultivated.

The best female schools up to and including fourth class—in which boys and girls work the same exercises—are quite equal to male schools in proficiency, and more than maintain a relative position in the higher classes.

Though constrained occasionally to give credit for method to award a pass, I do so rather unwillingly, as I regard perfect accuracy as most essential in arithmetic, and consider that marked leniency in this direction must invariably lead to intensified negligence and an increased number of failures.

Grammar.—No considerable progress has been made in grammar. In two-thirds of the schools, the subject is distasteful to the pupils, discouraged by the parents or unscientifically taught, small acquaintance being shown with the text book, and the knowledge of prefixes, affixes, derivations, extremely limited. In the remaining one-third, ordinary prose sentences and uninvolved extracts from the poetical pieces are parsed with fair accuracy. Analysis of sentences is not practised. The requirements of the programme as to letter writing are generally complied with, many of the letters produced, however, are not original, being wholly or in part copied from printed examples. Even when allowing a choice of subjects, I find the pupils manifest much difficulty in adhering to those proposed, and either diverge into something foreign or express their thoughts in the crudest form. In view of the small importance attached by English educationists to the study of grammar in their primary schools, I am led to the belief that it might be reasonably dispensed with in ours in third and fourth classes.

Geography.—The proficiency in geography has much improved of late. A more frequent reference to the maps has brought this subject more vividly and intellectually before the pupils, at the same time largely diminishing the strain on their mental retention. Lists of places of minor geographical interest, small affluents of rivers and the like, are not worth the effort it costs to acquire them.

I regard with much favour the recent change in programme of fourth class; the addition of the map of the county in which the school is situated is a practical recognition of the axiom, that the study of geography should be preceded by an appreciative knowledge of local topography, from the school-room to the surrounding country the transition is natural and easy:—

"The centre moved, a circle straight succeeds,
Another still, and still another spreads."

It might be well that the text book or portion of it to be expected of each class were better defined. At present, confusion arises from the use in our schools of four different works, viz.:—"Geography Generalized," "Geography and History," "Outlines of Geography," and "Compendium."

A more uniform arrangement of the information contained in these, though graduated and extended according to class, might have been judiciously observed; take for example, the geography of Ireland as given in the three first, see also the British possessions.

The county maps to be employed should be large, hold in outline, and have delineated all the most salient features of the landscape. I would suggest to some enterprising publisher the production of a series on the birds' eye view principle.

Agriculture.—The recognition of the importance of the study of agriculture is becoming more widespread, and a new departure has been taken in affording instruction in this branch to girls in schools under masters, and female teachers holding certificates of competency. Instances of both occur in this district.

The course for females might with advantage be somewhat restricted, stress being laid on dairy management, care of poultry, rearing of calves and swine, to which might be added concise instruction on the keeping of bees, pigeons, rabbits, goats, &c.

In this connexion, I should like to see added to the present text book chapters on the pony, jennet, mule and ass, with hints on judging the ages of animals, the most common forms of disease, and simple remedies. An enumeration of the most pernicious weeds, and means for their eradication—a matter much neglected—would be useful. A heap of compost, thickly covered with thistles in full seed, every breeze disseminating the pest over neighbouring farms is no uncommon sight in autumn. The hedgerows and borders of public roads afford similar nurseries for the production and spread of noxious plants. Another instance of the want of agricultural sanitation may be observed in the senseless habit of cutting all round in corn fields and meadows—where the scythe or sickle is employed—but leaving unscathed large flowering or seeded plants of thistles, docks, and other injurious weeds. Picture cards illustrating the most improved style of farm implements, dairy utensils, plans and elevation of dairy, stable, cow-house, pig-sty, poultry-house suitable for small farms should also be productive of good. The cutting and saving of peat for fuel might also be touched upon, and in the increasing scarcity of straw some information as to the manufacture of peat-moss litter might be availed of. Simple instructions as to the formation of silos for ensilage might in many localities be acceptable.

Needlework.—Plain needlework, knitting, and cutting out are taught

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with success and in nearly all the girls' schools of the district. I should like to see this industrial branch made compulsory for male pupils of junior classes, where facilities for teaching it exist. Children should have employment for their hands for at least a portion of the day. Needlework would be a source of recreation to younger children, and give them dexterity in the use of their fingers, which at present are little better than rudimentary organs. In this point civilization has been considerably retrogressive in western countries; in India, China, and Japan, artificers not only employ their hands but even their feet in the most delicate operations. As elementary instruction in drawing may lead to success in many trades, so early facility in the use of the needle may prove of immense practical value as a branch of male technical education. The embryo tailor, bootmaker, upholsterer, &c., must gain an advantage which would even extend into ordinary domestic life, the old engraving of our countryman depicted in the agony of sewing on a button, "The inconvenience of single life," must be familiar. The farmer too could learn to mend his winnowing sheet, sacking, harness, &c., with more ease and skill. By the way, sewing on a button, though apparently simple, requires some art, and should form on the programme the logical supplement to the button hole. The use and adjustment of the sewing machine are taught with very fair success in many of the schools, and yearly becoming more general.

Drawing.—In this connexion, from its evident utility in various handicrafts and industries, the systematic teaching of drawing should be much more general in our schools. In England the Commission on Technical Education has recommended its adoption as a compulsory subject.

In many trades an elementary knowledge of this subject is an absolute necessity, the acquisition of which at an early age smoothes the difficulties and expedites the apprentice's entrance on more practical work. To this end free-hand drawing is more necessary than lineal drawing, that is, with instruments, and forms the proper basis for training the hand as well as the eye and mind. In the workshops and manufactories of most of the constructive industries—ship building, carriage and furniture making, &c., a large scale is required, hence strength of style must be studied and "littleness of technique" avoided. As on the Continent, chalk and the blackboard should be the first medium of instruction, to be followed by copying diagrams on brown paper with charcoal.

As a preparation for drawing on paper, drawing with chalk or pencil on slates or the blackboard, might with utility be introduced into second class.

Calisthenics.—I regret to say, in only one school is any attempt made to encourage calisthenics or "exercises for health, strength, or elegance." It is conceded on all hands, that drill, the use of dumb bells, exercises with wands, &c., tend greatly to improve badly developed children, expand the chest, correct deformities, increase physical beauty of form, counteract the evils of deportment so readily acquired by "poring over miserable books," and act generally as a stimulant to vigorous bodily and mental power.

Excessive pressure on the mental faculties of young growing children, females especially, cannot too much be deprecated, and where physical health and metaphysical attainments must come into collision, the latter should be made give way. Calisthenics, drawing, music, needlework, are all calculated to relieve the drudgery of constant book work, and deserve to be encouraged.

With all the admitted advantages afforded the pupils in Convents and

our better class of female schools, the benefit from some further increased technical education or industrial pursuit would be incalculable; they are attended by grown girls, soon to enter on some vocation in life.

The aim of education should be not to surfeit young people with an amount of practically useless indigestible knowledge, often upsetting the minds by unfitting them to their circumstances, but rather to develop those innate powers which may in after years enable them to contend with the difficulties of life, and earn a competent livelihood.

I have suggested practical lessons in cookery, domestic economy, laundry work, but hitherto, I regret, without success. I have often thought our workhouses could, to their own advantage, easily be made available as central schools of instruction in plain and invalid cookery, and other technical employments.

The extra branches taught are:—geometry, mensuration, algebra, plane trigonometry, mechanics, physical geography, French, drawing, vocal music, domestic economy, the sewing machine, and, in two schools, Latin and Greek.

Two thousand six hundred and fifty-eight separate examinations were held in these subjects during the past year.

The prevalence of epidemics, scarlatina especially, has been, particularly in the western portion of the district, a fruitful source of inconvenience and loss of time during the past two years.

Notwithstanding the vigilance of the managers and local medical men, who in some cases were obliged to resort to the imposition of a *cordon sanitaire* about infected places, these diseases spread, necessitating the postponement of examinations and the closing of the schools sometimes for lengthened periods. Death too, I regret to say, has of late, been busy among my managers and teaching staff.

I shall conclude this report with a few words on a subject at present absorbing a good deal of interest, viz: Compulsory Education. To ensure the attainment of the highest standard of proficiency, and at the same time, secure to the teacher the full fruits of his labours, as the Government grants are to a very appreciable degree dependent on the average attendance, some measure to check irregularity would appear to be absolutely necessary, provided always that its enforcement was acceptable to parents and kept within proper limits. "Compulsory" implies some compelling agent, but who to play the rôle in rural districts is not quite so clear. Suggestions of all kinds have been made—Managers, Poor Law Guardians, Special Officers, the Constabulary, the Board's Inspectors, or a combination total or partial of all. Without further complicating existing machinery or inventing new, the Relieving Officer of the Union would appear to be the person best suited to the task. The duties of this officer bring him into constant and immediate contact with the majority of the parents, with whose monetary circumstances and occupations he is moreover presumed to be thoroughly familiar.

Of course that this accession to his duties should be performed with efficiency and impartiality, it would be only fair that an increase should be made to his salary.

The labour of the youth of both sexes is now largely drawn upon for the most arduous work; boys of fourteen may be daily seen following the plough—I use the local phrase advisedly, the plough being rather followed than employed as an agricultural implement and the land merely scratched. Hence at busy seasons, varying with the locality, the regulation might with propriety be relaxed. This privilege should, however, not be abused by having children kept away from school unless when necessarily and usefully employed. Excuses too should be

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guardedly accepted, and only when endorsed by some responsible person, some parents would possibly be as conservative of reasons as Jack Falstaff, while others would produce a most prolific crop—sickness, weather, want of clothes, and the many other unfortunate accompaniments of the *res angusta domi*. There will always be truants :—

"The whining school-boy, with his satchel
And shining morning face, creeping like snail,
Unwillingly to school,"

is a picture true of to-day.

But how to reach them, will not, I fear, be unattended with difficulties, ill-feeling, and possibly appeals to the law. On these grounds I confess I am but a lukewarm advocate for compulsion, and can only accept the principle as a means to an end. Again, till ample accommodation be provided, it will be hard—nay, impossible, to compel parents to risk the health of their children—the sanitary authorities might even intervene. With a view to the avoidance of legal penalties, two methods have been suggested for inducing regularity of attendance, either of which, however, would be only partially applicable. By the first, each pupil should receive a certain small reward for each day's attendance over and above a fixed number, the second contemplates the increase of the school fees—too often *nil*—by a small amount to be returned or allowed for, on the first school day of the week subsequent to that during which the full number of attendances had been made.

For my part, I should like to see moral suasion in some form, take the place of direct compulsion, nor, do I think, where teachers are popular with parents and pupils, are of distinguished rectitude and literary attainments, successful in imparting knowledge and education in the widest sense, that the demand for compulsion is so crying as many imagine.

I have to thank the gentlemen who have been associated with me from time to time during the past three years for their very able and gracious assistance, the Managers generally for their uniform affability, and the teachers for the deference and attention with which they invariably receive and endeavour to carry out any suggestions I may deem it my duty to offer.

I have the honour to be, gentlemen, your obedient servant,

J. M. LOUGHNAN.

The Secretaries,
Education Office.

Mr. C. W. DUGAN.

Mr. C. W.
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Counsel.

GENTLEMEN,—In accordance with your instructions, I beg to submit my triennial report on District 53, for the period ended 31st December, 1885.

In its preparation I have found but few matters of importance to be noted in addition to what have been already mentioned in my previous report.

The number of schools has increased from 119 to 122. The average attendance in each of the ordinary schools remains pretty much the same—viz., 59. That in the convent schools has increased from 258 to 265. The total number of pupils in average attendance at all the schools of the district during 1885 was 8,519. There is school accommodation provided for 12,350.

During the past year I examined 11,129 pupils for results in the ordinary school subjects, and of these 2,314 were further examined in extra branches. The number of days spent in the discharge of my official duties being 265. The total number of miles travelled, 3,893.

Vocal music and drawing are taught in 17 schools; instrumental music in 7; French in 8; Latin in 2; Irish in 2; botany in 3; and practical cookery in 2 schools.

The following are the general results of my examinations:—

Reading generally very fair. Knowledge of the subject-matter of the lessons and of the meanings, drift, or force of principal words or clauses, only medium.

Writing, clear, neat, and cursive. Dictation and oral spelling very good. Arithmetic, correct, methodical and rapid. Grammar, weak and ill-understood. Geography, medium.

With one or two exceptions none of the schools in the district can be pronounced indifferent. The greater number are most efficient and most useful as centres of popular education, and several, I venture to say, are as thoroughly good National schools as can be found in the kingdom.

Teachers.—The teachers are a most deserving public body—with one and exception which, in itself, proves the rule. I have at all times found them to be most industrious public servants, upright and honourable in the discharge of their three-fold duties—to the children, to the parents, and to the Commissioners. Viewing things in a rosy light is not my bent; but I must confess that I have been struck with admiration at the conduct of the teachers of my district during a period of unexampled temptation—terrorism and political passion: not a word has been breathed against their loyalty, their patriotism, or their obedience to the laws. National teachers must of necessity hold much in their hands for evil or for good, and it is a matter of congratulation that none, at least so far as I know, have been betrayed into anything unbecoming their position and their trust. I am also glad to note that a very fair proportion—about one-fourth, of the teachers has been seeking promotion during each of the past two years. This “excelsior” tendency is a sound and healthy indication wherever it appears; here it implies a two-fold improvement in the qualifications of the teachers, and in the efficiency of the school.

Management.—The schools in the district are under thirty-eight managers, viz:—

		R.C.	L.C.
Clerical,	.	25	1
Lay,	.	5	7

The visits of these gentlemen, or their representatives, to their respective schools are pretty frequent, and have a wholesome effect; they stimulate the teachers and check the absences of truant pupils. From all, I have experienced the utmost courtesy and attention. They endeavour to have my suggestions carried out, and to render the laborious work of inspection as pleasant and light as possible—with none have I had a single difference of opinion relating to school teachers or pupils.

Books and Apparatus.—Of the 122 schools, about ninety are kept well supplied, thirty medium, and two poor. Having already in compliance with official instructions, received through the Head Inspector, written at some length—Letter dated 7/9/85, on the revision of the Board's books, I feel it unnecessary to make any further remarks on the subject. The school maps are very much improved—those lately supplied, especi-

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ally the large map of the world, are all that can be desired in detail, clearness of outline, and beauty of execution.

A relief map of Ireland, constructed somewhat out of scale for the heights, would be a most valuable acquisition to a National school. Even a good photo-relief map, mounted horizontally, would serve the purpose almost equally well, of giving what is much needed—clear, vivid conceptions of the physical features and general topography of the country.

Moral tone and discipline.—Very much improved during the past three years; there is now very little of that almost organized system of prompting and copying, which was formerly so prevalent and so troublesome at results examinations. The children are very respectful in their manner and demeanour, both on the roads and in the school. They are trained to rise from their seats in a deferential manner whenever the manager or the inspector may enter the room. The results examination is looked upon as an interesting event, and all the pupils appear to be impressed with the feeling that the occasion is a solemn and important one in which their industry and attention during, to them, a long period of twelve months, will be tested and truly measured. The moral effect of all this during a series of years upon a generation cannot be over-estimated.

Monitors.—The total number of monitors in my district is 168, viz. :—40 males and 128 females. The training and instruction of this large monitorial staff demands much consideration, it forms a large portion of the material from which our future teachers are selected, and consequently upon it will so far depend the general educational efficiency of our schools. I say "a large portion of the materials," because unfortunately several of the teachers are selected from mere raw material, from persons untrained and partially untaught.

The monitors are sufficiently instructed in the literary subjects of the programmes by their respective teachers, but more attention might be given in training them *how* to teach during the fourth and fifth years of service, and in explaining to them in the work of the school the different systems, methods, and processes to be employed, and to be adopted under different circumstances. Joyce's excellent Manual of Method is generally used, but it is used more as a lesson or task book than as a descriptive help to the understanding of efficient school work.

In July, 1885, about one-third of the monitors were examined at the centre—of these, twenty-one were in the last or fifth year of training, and thirty-six in third year. The answering of the former gave an average per-centage of 54—that of the latter an average per-centage of 56·5, of the total marks obtainable. In both classes of monitors the answering of the females in method was much superior to that of the males. For those of fifth year the average per-centage obtained in this subject by the former=59; that by the latter only 28·3.

If the present number of monitors be continued it will imply a future yearly "output" of about 33 monitors of five years training for the post of National teacher—a number much in excess of the probable average wants of the district. At present a larger proportion of the young persons who are obliged to resign at the expiration of their period of service do not find vacancies, and never fill the post of National teacher; they either enter shops as assistants or clerks, or remain at home "spoiled," as some of the parents expressively put it, for either domestic, farm, or artisan work. I am inclined to think that the number of monitors might be lessened with advantage. This could be done by raising the scale of averages warranting the services of paid monitors by about 25 per cent. By the adoption of a suitable system any tolerably

smart teacher ought to be able, without a paid monitor, to conduct efficiently a school with an average attendance up to 40 or 45.

Although many of the monitors trained in the Convent Schools cannot find employment as teachers, I feel bound to state that the respective communities do everything in their power to aid those who are thus as it were, thrown out, by procuring the admission of the smartest of these into other conventual establishments—for the most part foreign convents. On account of the training they have undergone here, they are, no doubt, gladly received as efficient helps to the educational work in their new homes. During the past two years several have gone to Australia, America, New Zealand, and France, and have become as it were, educational missionaries from the Irish National system.

The children of the poor.—In several of the large schools in towns, notably in the Convent schools, are to be found numbers of poor wretched looking children, whom the good women who conduct these institutions have drawn out of the highways and lanes, and induced them to attend, in some instances, under the hope of getting something to eat during the day, or some clothing at certain periods of the year. These children generally present a pitiable contrast to their fellow pupils; their wan countenances and sunken cheeks telling a tale of semi-starvation and of neglect.

While examining these classes one must feel the heart bleed for these little ones when they look up with their pale and sunken faces amid the merry laugh and beaming smiles of their more fortunate school fellows in their endeavours to get through the school song and exercises of the infant classes. The teachers have frequently told me that these children come in without having eaten a morsel in the morning, and that they will have to wait until about 12 o'clock for a piece of bread, and perhaps a little milk which may be in hands for distribution.

To prepare the materials for this poor meal in some of the Convents, girls are sent out through the towns with baskets to collect from the houses whatever fragments may have remained from the family breakfast, in some cases this is supplemented by direct donations of bread. Of course it is very difficult to instruct children of this kind, "*le ventre affamé n'a pas des oreilles*"—they do not show to advantage at examinations, there is consequently no motive to induce their attendance, save the one lofty motive on the part of the conductors.

I can hear the sigh of misery and starvation amongst adults, partly because the thought that the want is only a temporary one, or that it is a want brought upon themselves by improvidence and idleness, mingles with the feeling of pity—but a starving child, a helpless irresponsible being, who can look upon it with unmoved eye?

Why could not some remedy, at least in a degree, be provided in our schools to meet the case of such poor children. Ragged schools will not do, partly because of the unfortunate name, partly from the opprobrium attached to such institutions in the minds of the ignorant. It certainly would not be difficult to arrange a plan by which all destitute children attending school could have a wholesome breakfast and midday collation daily, together with some clothing at certain periods. A simple certificate from the parish clergyman or relieving officer, with a counter certificate from the school Inspector, would be ample guarantees for a deserving relief list; for each child on this list a small sum for each day's meal to be allocated monthly or quarterly from a public or Government fund, to be managed by the Board of Local Guardians. I do not think that the present machinery of the Poor Law can reach this particular case,

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Appendix C. Whatever be the cause, whether orphanhood, or whether their parents have neither the means or inclination to feed or clothe them, there ought to be no ill-fed, starving, half naked children at school. The State ought to look after them—they are portions of the future material of its strength and wealth. Measures that tend to dry up the fountains of private charity are not as a rule wholesome, but the preservation of the children of a State is the duty of the commonwealth,—“the child is father of the man” and to “the cry of the children” no deaf ear should be turned.

Mr. C. W. Dugan, Colonel.

Kindergarten.—A consideration of the training and instruction proper for these children leads me to that afforded by the Kindergarten system, which has been lately introduced into all the large female schools of the district. I regard this as one of the most powerful and most useful aids to elementary education that has of late years appeared. No one can deny that the home education where it can be properly had is the best for all children of tender age—“*Mutter ist der Genius der ersten Kindheit*,” but in the absence of this what can be more desirable, more especially for the poor neglected class of children above referred to, than the Infant school with its Kindergarten under the care of gentle sympathetic women, and in the case of the large schools in this district, of women who combine female tenderness with the higher moral obligations of religion.

This system must be efficient, because it works according to nature; it impresses into its service all the operations that the mind of the child, taught or untaught, will do for itself—the appreciation of form, of appearance, of quantity and quality, of colour, of differences, of similarity, of beauty, of harmony, all the minute ideas from sensations and reasoning from objective life, pursued and carried on ceaselessly by the subjective being—all these are now being systematised and used for the education of the child.

Nearly half a century has elapsed since F. Froebel established his first Kindergarten in Germany. We have thus had a fair amount of time for testing the success of his system. The term “Paradise of Childhood” is a good English equivalent for “Kindergarten”—a garden, as the founder originally intended, to be filled with happy children. It is above all adapted to schools for the poor, for the training of these neglected little ones whom want or other circumstances has deprived of a mother's loving care and of the pleasant associations and sweet family companionship of the home.

In all the schools where the system has been introduced I have noticed an absence of method in its teaching, a want of adaptation of the exercises and work with the gifts to the grades of the children. This seems owing to two causes—1st there has been no skilful training of the teachers—2nd no guiding programme. Naturally this programme should be graded according to the ages of the pupils. Froebel intended his system to cover a period of six years, from the second up to the eight year, which is perhaps sufficiently advanced; he divided these into three classes—two to four, four to six, and six to eight years old. In this grading not merely the *kind* but also the *length* of the exercises are to be looked to. These should be adapted to the age so as not to overtax or weary the little player at learning. “Pour gradually,” writes Quintilian “into a small-necked jar else little or none will enter.” The order should be from the simple to the more complex—from the merely concrete imitative of that which children can know by the senses to that which is more abstract demanding reflection.

As the result of some little consideration given to the subject and

guided by the light of the founder's principles, which are indeed merely those of nature, I have arrived at the following general draft of a programme for Kindergarten instruction :—

First period, three to five years.—Training in calisthenic exercises, imitative of those shown by the teacher—playing with the divided bricks, cakes, &c., training in the formation with these of familiar objects, such as tables, chairs, stools, distinguishing and grouping of similar forms and colours, songs with expressive motions.

Second period, five to six years.—Training in the use of an increased number of materials or “gifts” in the formation of objects demanding higher powers of thought, such as the production of forms of symmetry and beauty by the juxtaposition of colours and figures in Mosaic work, geometrical patterns by means of coloured papers, sticks, wires, and sectional blocks, songs with expressive motions, and figure marching.

Third period, six to eight years.—Training in the use of additional “gifts” in the formation and knowledge of still more abstract forms, such as geometrical figures, arrangement of colours in harmony, the use of the pencil for form drawing on divided slates and paper, pouncing and outline needlework on cards, formation of little useful articles in cardboard with the use of scissors, needle and coloured threads, more complex figure marching.

The “gifts” adapted to one grade should as a rule be allowed only to that grade and be not given *ad libitum*. Excess of number and variety teaches the young mind only habits of wandering and unrest.

The essential feature of the system is *method*. Each set of exercises with the “gifts,” each song and march must be given methodically, and above all the Teacher must carefully study and understand all these exercises, and must learn how to apply them with judgment to the respective grades. In addition to this she must have a knowledge of infant nature and possess a deep sympathy with child life.

I have entered somewhat fully in this report on the subject of the Kindergarten system, because it appears to me to have a practical bearing upon the problem of National Education, the education of the poorer classes, viz. :—that which, while it makes them intelligent and moral, may also fit them for the duties and occupations of their future callings.

Froebel's system proves him to be a true disciple of Pestalozzi. He insists that in education the order of nature should be followed and that the intelligence should be developed, as Locke recommended, by cultivating the perceptive faculties of the child; and equally a follower of Fellenberg, since the Kindergarten system tends to prepare the child for the duties of the man, for the practical work of life, whatever that may be.

I have the honour to be, gentlemen, your obedient servant,

C. W. DUGAN, District Inspector, 53.

The Secretaries,
Office of National Education.

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MR. BRATTY.

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Bantry, February 26, 1886.

GENTLEMEN,—I have the honour to submit my first General Report on the condition of this district; which extends from Kenmare on the north to Mizen Head on the south, and measures fifty miles from east to west. The country included within its limits is so wild and rocky that very rapid progress in education can hardly be expected; and during the past two years the school attendance has in addition been seriously affected by a series of epidemics. Scarlatina, measles, whooping-cough and "mumps" have visited—one or all of them—nearly every school; and in some cases, schools have been closed in consequence three times within a single year. This is a matter which seriously diminishes the earnings of teachers; and it is hard to resist the belief that crowded and unwholesome school-rooms have something to answer for. In 39 schools, out of a total of 119, the accommodation falls short of that required for the average attendance; and in 58, of that required for those who attend at the results examination. In a school constructed for an attendance of 50, there were 122 children presented at last results examination. Nor is this inadequacy confined to old school-houses. In two schools, which were opened just three years ago for the accommodation of a total of 114 pupils, I examined twelve months later 183 pupils. The air in these schools, even when the windows are wide open, is simply poisonous; nor is it an answer to this objection to say (as managers sometimes urge) that the children are accustomed to foul air in their homes. Just because ventilation, cleanliness and order are little prized at home, their existence is the more necessary in the only places where the children have any opportunity of learning their advantages. Teaching under such conditions is no easy matter; and the change is little in the teacher's favour when his day's work is over. Before he reaches his home, probably a wayside cabin, he has possibly to walk several miles. A teacher who recently left the service had walked each day five miles to, and five miles from, his work. There are, at present, in this district no less than six teachers who live at a distance of four or more miles from their schools. The terms on which "teachers' residences" are built are so generous that it is almost incredible that the Government has not been overwhelmed with applications. The sad fact is, that residences under the Act have been built for just three teachers in this wide district. Much has been said with truth and force about the difficulty of obtaining sites. But in many cases managers have failed to obtain them because they have made no serious effort.

This district is naturally divided by its physical conformation into four parts, which centre respectively in the towns or villages of Bantry, Schull, Castletown Bere, and Kenmare. The last of these is in Kerry; the other three are in Cork. Even before taking charge of the inspection work in these localities, I was aware that the Kerry schools were of a comparatively high character; but I confess I was not prepared for the remarkable contrast which statistics have revealed between the educational conditions of the Cork and the Kerry divisions. The total population amounts to about 56,000 people, of whom about 10,000 live in the Kerry portion. With regard to this population, I have made calculations under three heads: first, as to the percentage of population which attends school on an average day; secondly, as to the percentage of the population which makes an effective number of attendances, that is, sufficient to qualify for examination; and, thirdly, the percentage of the latter which is examined in an effectively high standard, that is, in

sixth class. The results are as follows. Of the population 16 per cent. in Kerry, 12 per cent. in Cork, make an attendance on an average day. Of the population 19 per cent. in Kerry, 13 per cent. in Cork qualify for examination. Finally, of every hundred children examined for results fees, ten in the Kerry division are examined in sixth class, in Cork just five. This is a striking contrast; and it is right to state that the general result for the Cork portion corresponds very closely with the separate results obtainable by regarding the Bantry, Schull, and Castletown divisions as separate units. How is this strange difference to be explained? Certainly not on the ground of any superiority in the climatic or physical conditions of the Kenmare division. This division is wilder, more remote and more sterile than almost any other portion of the whole district. One remarkable difference in the conditions of school-keeping is this: that in the Kenmare division, with two very insignificant exceptions, the school-houses are good and (I need hardly add, for the terms are in this part of Ireland convertible) vested in the Commissioners. In Cork, on the contrary, till a few years ago almost all, and even still the great majority are non-vested and very unsuitable—one, for instance, being a disused stable. To this cause may to a large extent be attributed the discrepancy to which I have drawn attention. The greater size of the Kerry schools, and the consequently greater concentration of the teaching power furnish a second cause. On an average, each school in Kerry presents 80 for the results examination, each school in Cork 66. This arises partly from the more frequent separation in Cork of boys from girls. The comparative merits of mixed and separate schools are still regarded as open to discussion; a final judgment would probably be facilitated by attention to the important distinction between large and small schools. Without entering into the numerous technical details, on which a judgment must be based, I may say that the balance of advantage appears to me decidedly to lie on the side of bifurcation in the case of large schools (by large schools I mean schools with an attendance of eighty or more of each sex), and decidedly in favour of combination in the case of all smaller schools. More as an example than as an enforcement of the arguments, I may mention the following advantages of combination in the case of small schools:—

1. The greater opportunities for systematic discipline.
2. The possibility of a more regular division of labour between the teachers.
3. The advantages of placing the little boys in charge of a female teacher.

There is one other circumstance which concerns several, though far from most, of these Kerry schools, and has no doubt, an important influence in the schools which it affects: that is, that they happen to be situated on the property of the Marquis of Lansdowne, whose practical interest in education is, I regret to say, not merely exceptional, but unique among the landowners in this district. Of the 119 schools in my District exactly 100 derive their entire income from Government grants and school-fees. Nineteen receive local donations, but of these eight are so small that the school-fees, results fees, and salaries (in several only capitation salary) would be insufficient for the teacher's support; and therefore in them such local aid is practically indispensable to their existence. Of the remaining eleven, nine receive their donations from Lord Lansdowne.

The insufficiency of local aid is connected, in a way which may at the first glance be far from apparent, with a defect, indeed the defect, the pervading defect, of the teaching. I refer to the want of thorough-

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ness, arising from the overweight of a multiplicity of subjects. It is quite a common experience to find three or four optional subjects attempted in a school where the obligatory branches are in a very low state. In order to win a couple of bare passes, and half-a-dozen failures in algebra, reading or arithmetic is neglected; in order to obtain a few discreditable passes in three or four extra subjects, all chance of distinction and gain in one is given up. As has been pointed out before, this ambitious want of thoroughness contrasts very unfavourably with the aims of English teachers, nor is the cause far to seek. "Farming out" schools, as it is called in England, is here universal. A freshly appointed teacher has before him three sources of income: his school-fees, his results fees, and his salary. The Managers, with insignificant exceptions, contribute nothing to his income, and have no pecuniary interest in the success of the school. For incompetency he is almost in every case free from fear of dismissal by the Manager. The choice of candidates being in most cases determined by local considerations, the prestige of his school will not to any considerable extent further his chances of preferment. The natural result is that he aims at making the largest total of passes, irrespectively of the quality of the answering; so long as he can keep himself above the water-mark of official censure. In England on the contrary it is not the immediate gain but the reputation of his school which is of importance to the teacher. The loss, if loss there be, generally falls on the Manager; and he has therefore every reason to relieve himself of an incompetent teacher. The free trade thus established has several beneficial results, among which I may mention the stronger interest taken by managers in the internal working of the schools, and the immensely greater chances afforded to an energetic teacher of obtaining a school commensurate with his abilities. The different estimates assigned in the two countries to quantity of immediate fees and quality of answering respectively, are clearly shown by these two facts:—(1) rapid promotion of children, which it is here necessary to check, even at times with official censure, has been strongly opposed by the English teachers; (2) while here a teacher tries to gather in every child who has qualified for examination, if he can win even a single bare pass, in England teachers have constantly contended for the right of excluding children from examination on the ground of dulness, incapacity, or ill-health.

But we need not go to England to illustrate the latter point. The ladies who conduct Convent schools are by their position enabled to regard the reputation of their schools, nor are they under the temptation, for the sake of a few shillings, of gathering in unwilling dullards to undergo examination. What is the result? Of the children qualified for examination in this district there have been absent during the past year in Convent schools eleven per cent.; in all other schools three per cent.

For this want of thoroughness the best antidote will probably be found in something similar to the English *Merit Grant*. This would free the teacher from any incentive to sacrifice quality to quantity; inasmuch as an inferior Merit Grant would involve a loss greater than the gain obtainable by presenting an additional imperfectly taught subject. It would confer a reward, graduated according to merit, upon the attention paid to discipline, cleanliness, and conduct; which are likely to influence most children's lives quite as much as their book-learning.

Before attempting to estimate according to subjects the value of the teaching in this district, it may be well briefly to point out that the comparison frequently drawn between this country and Great Britain,

upon the basis of comparative tabulations of passes is misleading, and is calculated to give an exaggerated notion of the standard attained in our schools.

Passing over the fact that in England the junior arithmetic is much more difficult than with us, and the senior now about the same, that three reading books are required in almost all classes, and that explanation of lessons is taken into account in awarding the pass, it may be useful to examine for one moment the difference in the writing programme.

In our programme writing means simply penmanship; in the English programme it means penmanship *plus* dictation in first, second, third and fourth classes, and penmanship *plus* composition or dictation in the higher classes. In fourth class, for instance, the piece on which the pass depends may be either prose or poetry, the programme does not confine the choice to books ever seen by the pupils; to gain a pass the writing must be "fair" and 'the errors in spelling must not exceed three' in eight lines. Under such conditions it is doubtful whether the passes in writing in this district would exceed fifty per cent.

On the threshold of the programme we find the infants; and here all educationists will heartily thank the Commissioners for introducing exercises as a necessary part of infants' training. The great difficulty is to find exercises such as can be introduced into schools where the infants number but a dozen or half a dozen children. In some shape they have now been inaugurated in every school of the district. Some I may mention:—

1. Repenting in chorus a simple poem, e.g., *The Daisy*;
2. Drill, such as moving hands or feet together, folding arms, &c.;
3. Object lessons from tablets or, better still, from real objects; and in one country school the use of building bricks.

Other difficulties encountered in introducing these slight exercises are:—(1.) That the teachers have a strong tendency simply to anticipate the programme of first class, by teaching ordinary sums and writing, instead of directing the exercises to the proper end—of simply quickening and wakening the little faculties. (2.) I have found difficulty in resisting the importunity of teachers that I should tell them what to teach, thus robbing the exercises of what is their great essential quality, the pleasurable and spontaneous exercises of the teacher's own sympathy and skill. Here I refer merely to the ordinary ungraded schools. Besides two preparatory schools, where a more extended series of exercises is practised, there are only three regular infant departments, all in Convents. The Kindergarten system has been introduced in two of these; but in only one have I seen the system in operation. In this school some progress has been made; but as there were no Kindergarten desks, one essential quality of Kindergarten exercises was wanting, that simultaneity of occupation which fuses the little hands and brains into one delightful companionship of labour. That these exercises can never be introduced into small country schools is obvious and not regrettable. If Fröbel's great idea is not to be made a drudgery and a Procrustean bed of mere mechanism, there is no part of education for which will be more urgently required not merely training but ability, and above all that sympathetic insight such as enabled Fröbel simply to turn into a systematic form the natural impulses and sports of children. Even with the best London Kindergarten mistresses I have noticed this tendency to lose the spirit in the arbitrary form; and I have on the other hand seen an infant school where there was neither ball nor cube, nor paper-folding; yet, where there was more of that spontaneous life, that drawing

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out of the child's own natural powers and less of the mere infusion of external system than in many so-called children's gardens.

Reading is the first subject of the programme and undoubtedly the most important. Bearing this in mind, I can hardly regard it as satisfactory. For some approach to intelligence in reading, we can only look forward to better-trained and better-read teachers. Mechanical faults, such as disregard of punctuation, inaccuracy with regard to separate words, could be removed at once; but only by one means, that is by increasing the fee, which seems to be by no means commensurate with the importance of the subject.

Spelling must be next considered, as reading and dictation have a very close connexion; and as unskillfulness in reading dictation passages, which is one of the commonest faults in our schools, no doubt reacts injuriously on the style of reading. That in reading dictation the sentences should be broken up according to the natural grouping of ideas, and that no more should be read out at a time than a child can take, as it were, at one mouthful, are common-sense principles; but like many such they are systematically neglected. It is a common experience to find a teacher hurling at the children a disjointed fragment of eight, or ten, or twelve words. That this is beyond their power to grasp he has learned by experience; and therefore repeats the words over and over again till the children, with their heads in a whirl, seeing neither beginning, end, nor meaning, clutch at any words they can, probably some which they have already written, and transfer them to their paper. The noise, confusion, and had spelling produced thereby are only more important than the blow thus given to intelligent reading. For dictation is much more than a spelling exercise. It is also the correlative of reading. In reading aloud we translate symbols into speech, in writing from dictation we translate speech into symbols. If in writing from dictation a child is forced to separate the noun from the adjective, to break the chain of ideas at random, he will hardly be at much pains in the converse process of reading to forge them anew in symmetrical order.

Writing is not merely on the whole well-taught, but progressive; owing principally, I believe, to the substitution of a head-line for a transcription test in the junior classes.

In Arithmetic this district, like most others, found the last set of test-cards too difficult. The senior classes are apparently still heavily weighted; and it is worth considering whether the time of the higher classes and the fees of the teacher might not be more advantageously divided as between reading on the one hand and rather abstruse solutions on the other. Problems are still universally worked by the Rule of Three, which though possibly useful to an accomplished arithmetician can be nothing else to the mind of any child than rule of thumb; as it is quite out of the question that any child could grasp one of the most abstract conceptions in the science of numbers—the conception of a ratio. The Unitary Method (which has superseded the old rule in English and most Continental schools) is simple, intelligible, and capable of endless modifications. This of course involves a knowledge of fractions; but fractions (which are taught in Belgium to children under eight years) offer no peculiar difficulties, especially if they are illustrated, as they can be with ease, by cutting paper or any other material into a number of parts. Any child who has divided a crust of bread with his playmate has laid a very fair foundation for the knowledge of fractions. In Hamblin Smith's *Arithmetic*, there is an intelligible exposition of the Unitary Method.

In Grammar, the fourth class is generally lowest and the third class best. The programme for third class is not extensive; in the highest

classes much of the parsing is not improbably guess-work. But in the fourth class the course is extensive and at the same time definite. Whether *is* is nominative or objective, whether *longer* is comparative or positive only admits of one answer. But the grammar teaching is not firm enough to bear this test securely. Guessing and stumbling, and taking double chances at answers have their necessary result in failure at examination. I remember in a school conducted by a very intelligent young teacher, asking a child what part of the verb a certain word was (it was a present participle); he was unable to answer. The teacher, surprised at his silence, asked him what part of *speech* it was, when he immediately answered—"a participle." The teacher looked up approvingly, and was quite unaware that to the question as he gave it the child had made a wrong answer.

Altogether grammar teaching is slipshod, and probably the subject which leaves behind the smallest residue of good. Educationists have been misled into giving it an unnatural prominence by grammarians, who till quite lately persisted in defining it as the art of speaking and writing with propriety. How little the two things are connected is shown by a common experience in Sixth Class, where children who can point out compound relatives, auxiliary verbs, antecedents, and absolute cases find no lack of propriety in writing a letter composed of statements, such as "we does he playing." Grammar in fact, at least the part learned by children, is not an art at all but a science, and ought to be not one of the necessities, but one of the luxuries of schooling.

Very different from this abstract logic of speech is the next subject—Geography. This subject is well taught in classes 3, 4, and 5¹, a success due principally to the increased use of maps. In third class I have had to insist on the pointer being drawn round the country, instead of being dashed at it, as I found very common. One example convinced me of the necessity of doing so. I asked a child to point out the United States. She drew the pointer along the line of the northern boundary. "Draw the pointer round it," I said; when she drew the pointer round what was north (instead of what was south) of the boundary, namely, British America. In sixth class numerous failures are probably due to the width of the programme. With the programme for 5² the children are yet imperfectly acquainted. Many teachers have not exactly realised that work for so high a class could be got out of the geography of Ireland (a most useful year's work it is), and some of them have I fear not noticed this change at all. A most admirable step has been taken by introducing in the fourth class the map of the county as an optional test in lieu of the map of Ireland. Just at present this has thrown the geography programme into an entirely illogical order. But it is to be heartily welcomed as an omen that the Commissioners are about to adopt the only reasonable gradation, that which has for many years been adopted by every important state in Europe. This method simply begins with what the children know best, the school-room. Then it proceeds to the parish, the county, the country, the continent. Few subjects can be made more useful than this. But then the teaching must be based on concrete facts and not on text-books. I can hardly imagine anything more delightful for children than to trace along the map, the road they daily traverse to school, the hillside above their home, the stream from which they drink; and to combine with this, some elementary notions of the cause of rain, of the sources of streams, &c.—some notions such as the Germans call *Naturkunde*, and Huxley calls *Physiography*. We are far from this yet; our teachers cannot draw maps on the blackboard, and our apparatus is imperfect; but we have the open country and that is the main thing. When we

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have such a geography programme as, for instance, the children of Zurich have, we shall have won a good deal of way.

The neglect of map-drawing in most schools is greatly to be regretted. Even outside of sixth class, where it is obligatory, few ways of impressing the features of countries on the mind would probably be more effective; and as I have seen an infant in England draw in a few minutes an excellent map of the schoolroom, the art can hardly be too much for our elder pupils.

In Agriculture there is a slow but distinct improvement going on. In the higher classes the failures are principally due to a neglect of the back work; but in the fourth class probably to the difficult character of the text-book. As Mr. Worsley excellently said lately in his report—“*The Introduction to Practical Farming* is doubtless a very good little book, but it is not a school-book.” Not merely is the language too difficult and the arrangement unsuitable for learners, but the want of illustrations is a serious defect. Country boys know of course the appearance of the crops grown in their neighbourhood; but even if all the crops mentioned were grown in every neighbourhood, still illustrations would be necessary to fasten the attention of young children. In some cases illustrations are indispensable; for instance, very few (if any) of the children in this district have ever seen a box-churn. Perhaps, I may also mention that a few hints on bee-keeping would probably be useful to the young practical farmers.

Needlework is well taught and, I believe, with ease. Lately I examined a school, where every girl obtained a No. 1 pass, although the workmistress had entered on her duties only two months before. This is satisfactory; and it would be more so if it were certain that the teaching will be as practically useful to the future housewives as for earning teachers' fees. I think the introduction of darning and patching into the programme would be of the greatest advantage.

Book-keeping is in most schools, I believe, little more than a transcription exercise; and yet, strangely enough, the writing is less neat as a rule than in the ordinary exercise books.

Singing is taught in only three schools. The more the pity. It takes little time; it is an excellent aid to discipline; it promotes that noble feeling *esprit de corps* and sweetens the whole life. One fatal stumbling-block is that teachers have not certificates; to the training colleges we must look for the remedy in that respect.

Of the Extra Subjects, Algebra and Geometry are the commonest. Indeed they are taught in nearly every boys' school; but, with few exceptions, entirely without success. Sewing Machine, Girls Reading Book, and Physical Geography come next, and are frequently taught fairly. Trigonometry, Poultry Management, Latin, Greek, I have found in one school each; French and Instrumental Music in two or three; Irish in none. To the last the parents, I believe, are generally opposed. Their rough common sense has taught them that however interesting and instructive the study may be (as there can be no doubt it is) to leisured philologists, historians and antiquarians, it would be a doubtful boon to children whose hard-earned pittance in America or Ireland may frequently depend on a knowledge of English.

Drawing is taught in six schools and, I am glad to say, spreading; but as yet it has not been introduced into any of the large town boys' schools, where it might be of such eminent advantage.

On two educational questions—the questions of compulsory and of technical education—I may perhaps offer a few remarks. The case for compulsory education has been so completely proved, that I shall content myself with referring to the comparison which I have drawn

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The amount of school accommodation provided, allowing eight square feet of school space for each child, is adequate to an attendance of 18,641. This would afford ample room for those at present in attendance together with such children as would, under a Compulsory Education Act, be driven from the streets to the school-room. I regret to say, however, that the accommodation is too frequently most ample where it is least required. The populous district of Blackpool requires new school-houses very much. The school-rooms there are overcrowded at all seasons, and yet it is evident, from the statements frequently made to me, by both Managers and Teachers, and which my own observations corroborate, that great numbers of children in that locality rarely go to any school. The school-houses in Carrigaline are quite inadequate to the average attendance, much less to the wants of the neighbourhood. Steps were taken in the early part of the year to have suitable houses erected there, and the usual grants for this purpose were made by the Board, but owing to the inability of the head landlord to sign the lease of the site, these grants have been cancelled. This is much to be regretted, as the frequent prevalence of epidemics in and around this village is, I believe, largely owing to the overcrowded, badly ventilated, and unsuitable school-rooms there. On three occasions I have been under the necessity of postponing the Results Examinations of these schools, owing to scarlatina having almost emptied the school-rooms at the time appointed for the examination. Good houses are also much wanted at Shanbally, Knockraha, and Lower Glanmire, as the school-houses now in use in those localities are either too small for the average attendance, or otherwise unsuitable as to structure, want of premises, &c. In two of these cases the Managers have, I believe, obtained suitable sites, and made application for building grants, which will, I hope, be soon available for the erection of good commodious school-houses. With these exceptions the school-buildings of this district are mostly of a good class, with adequate accommodation, well lighted and ventilated, and suitably furnished. The SS. Peter and Paul's schools, which are under the judicious and energetic management of Rev. Canon Hegarty, by whom they were erected, are models of what public schools ought to be. And the example set by this gentleman, has, I know, influenced other clergymen to strive to have a better class of school-houses in their respective parishes. In some cases, owing to want of premises, there are no out-offices, and in others, owing to their too close vicinity to the school-rooms, they have been permanently closed, and their use prohibited by the Sanitary Officer of the locality.

The Model Schools continue to be efficiently conducted. The answering of the several classes in each department, at the last Results Examination, was very good indeed, both in the ordinary and in the extra subjects.

Practical Cookery continues to be carefully and successfully taught in the Girls' Department, to large classes of girls. And the lessons so learned, carried into practice in the homes of the pupils, have made this branch very popular with parents, and must prove of lasting service to the girls throughout their future lives. It is quite clear no branch of technical instruction can be more valuable than this, especially when, as in this case, it is supplemented by a valuable course of lessons on Domestic Economy. The answering of the infants on Kindergarten work was ready and accurate, amusing and instructive. I may add that the Pupil Teachers and Monitors of these schools, who attended the last July examinations, all showed by their answering, that they had been very carefully instructed in the subjects of their respective programmes.

The returns I have given show that over one-third of all the pupils

examined for results in this district, were those of Convent and Monastic Schools, and I have much pleasure in bearing witness to the diligence, energy, and zeal, with which these institutions are conducted. Four of them were, a few years ago, in a backward state, partly owing to defective method, and partly to inadequate teaching power. In three cases the nuns availed themselves of the valuable services of Miss Ryan, the Board's Organizer, and increased the number of their teachers, and by these means, they soon brought their schools to a very creditable state. One of the Monastic Schools had deteriorated, owing to a number of the most experienced and skilful Brothers having been drafted off to open schools in other localities. The Prior of the Order, on learning the state of matters, took effective steps to have the defect remedied, so that this school is now working very effectively; and, at the last Results Examination, the answering of the pupils of the several classes was very satisfactory. A large proportion of the children attending the schools under the religious orders come from anything but comfortable or happy homes—hence their home training is by no means good, and the difficulty of securing punctuality and regularity of attendance, is much greater than in the generality of ordinary schools. As one of the Brothers pointed out to me not long ago "the drink curse is the worst we have to contend with." On another occasion I observed the healthy comfortable looks of some boys in the same class with others of an apparently lower social grade; the Brother in charge of the class said, "Would you believe it, the well clad boys are the children of a poor washerwoman, and the father of the ragged ones is earning forty-five shillings a week, but he drinks the forty, and gives only five shillings towards the support of his family." Many children who make so tidy an appearance in some of the convent school-rooms leave their homes in the morning clad in rags, and breakfastless. The nuns, however, supply them with clean pinafores, and a good luncheon of bread and milk. These inducements, together with comfortable rooms and kind treatment, are potent means of securing regularity of attendance, and steady progress in school work. It is to be hoped that the efforts now being made by "The League of the Cross" to advance the cause of temperance, will be successful in lessening the number of the unhappy homes to which I have here alluded. And here I must say that the recent action of the Board, in increasing the capitation grants to these schools, was a wise, just, and beneficent act, and has, I believe, encouraged the Managers and Communities connected with these schools to make further efforts towards their improvement, and stimulated their teachers to greater exertion to expedite the progress of their pupils. It is now very properly looked upon as a stigma on a school, that it earns only the minimum capitation grant. I am very glad to say that there is now no such school in this district. There is here a healthy rivalry between the schools under "religious" and those under lay teachers. Each, it is well known, must depend for popular favour on its own merits, and flourish or fail accordingly. Hence in almost juxtaposition with the best attended and most popular convent schools, I find those under lay teachers too frequently overcrowded.

Connected with the eighty-five ordinary schools referred to in this Report, there are eighteen teachers' residences—seven of these under the Act. The latter, and some of the others, are good comfortable dwellings. Some have, and some have not, gardens attached. In only a very few instances have the teachers to walk far to and from their schools, and in two of these I hope soon to see comfortable houses provided.

As a body the Teachers, whether Principals or Assistants, are sober, steady men and women, devoted to their work, and generally efficient

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instructors. There are, however, two or three persons of low intelligence and of indolent habits, who are comparatively worthless as teachers. The Managers find it hard to get rid of these people, especially when by doing so bread would be taken from a mother and young children. That the quality of the instruction, in some instances, is rather indifferent, is owing to the fact that the teacher's preparatory training for his work was both limited and defective. Yet I sometimes find that a teacher of energy, zeal, and good temper, though untrained and unskilful, will produce better work than a more highly qualified teacher who is deficient in those virtues, or who does his work in a perfunctory manner.

There are, at present, 209 monitors—64 males and 145 females—employed in the schools of this district; and I have no doubt these young people are giving the State good value for the very moderate stipend they receive. Generally speaking, the arrangements for their extra instruction are satisfactory, and on the whole, these are faithfully observed. With very few exceptions, they are carefully taught. The majority of the males are drawn off to other employments—such as clerkships, shop assistants, &c.—before they have completed their term of service. As a rule, the girls take more kindly to the work, and are both better teachers and better taught than the boys. But in their case, only a small proportion of them can hope for employment as teachers, as there are convent schools in all the towns and even in some of the villages of the county. Some of them obtain situations in the postal and telegraph services—some as nursery governesses—others as saleswomen or shop assistants, and many of them get married; and, as I am informed, become good wives and mothers. This is only what ought to be expected from the habits of punctuality, order, cleanliness, and personal tidiness acquired during their service as monitors. I should add, too, that some of those whose services are most highly appreciated, are retained as lay assistants in the convent schools, and are paid by the nuns. I hope soon to see practical cookery and domestic economy taught in some of the convent as well as in some of the more largely attended lay schools, as I am sure the monitors would profit largely by such instruction.

The number of pupils—12,011—examined for result during the past year—was considerably in excess of that of any previous year—and this, notwithstanding the unusual prevalence of the common epidemics—whooping-cough, mumps, measles, and scarlatina. It is evident that not only are managers and teachers more active than formerly in inducing children to go to school; but that the parents in many instances, are becoming more alive to the importance of giving their children some elementary instruction. The number examined was slightly in excess of the average daily attendance. But it is only in the ordinary schools this excess occurred. In the model, convent, and monastic schools the average attendance was considerably in excess of the number examined. This may be attributed to two causes. First, the ordinary schools are, as a rule, in operation for a greater number of days in the year—their vacations being shorter—and hence the “ineligibles” are proportionally fewer than in the other cases; and, second, their teachers are more alive to the importance of securing for examination every pupil who has made the qualifying attendances.

Reading is for the most part fair at sight—fluent, and verbally accurate; but too hurried and without sufficient regard to the punctuation. Explanation is generally “fair”—in many cases good; still both this and the style of the reading deserve more attention in many schools. A brief explanation of difficulties, and just so much questioning on the subject-matter of the lesson as will satisfy the teacher that the children

understand what they read, are necessary on this point; more would frequently be a waste of time. And here I must observe, that the complaint occasionally made as to the inferiority of our Lesson Books to certain others, is utterly unjustifiable. The old adage that "Familiarity breeds contempt," seems to be illustrated here; and I have no doubt, were our Board to adopt the very best of the English or of the Scotch series, the same complaint would soon be heard from the same quarter. With regard to our own books, I think it would, from a careful and unprejudiced perusal of them, be much easier to suggest the addition of some lessons to, than to say what should be removed from their contents. I believe that a few historical selections—similar to the lessons on Alfred the Great and Magna Charta—might be profitably added; but that other changes should be very few.

Generally speaking, the proficiency on writing and arithmetic is good. Oral spelling is—with few exceptions—good in the junior classes; and the failures in Dictation are not numerous; but they are most frequent in the Third and Fourth classes. Grammar and geography are fairly taught in the best schools of the district. I find that it is a practice with some teachers to devote the greater portion of the results year to reading, writing, and arithmetic; and to neglect what they consider the less essential subjects until the near approach of the results examination. This can be most effectively checked by secondary inspections.

The principles of agriculture are better taught than formerly; but there are parts of the district—those around Cork Harbour—where no interest whatever appeared to be taken in the subject. The one ambition of the great majority of the boys in these schools is "to go aboard a man-o'-war," or, failing in that, to enter the merchant service. As a rather precocious lad on one occasion told me, he "would rather plough the waves than follow the plough." This feeling is kept alive by the numerous "old salts" who—provided with comfortable pensions—amuse the rising generation with tales of their sea life and adventures. I find, too, that this ambition has got into the workhouse school. The boys who have left it for "man-o'-war" life write to their brothers, or to their old schoolfellows, in "the house" accounts of the happy lives they are leading aboard ship; and thus the desire is kindled to follow their example.

At the results examinations of the past year the following "passes" were made in extra subjects:—

Drawing,	861
Geometry, &c.,	175
Algebra,	208
Latin,	25
French,	89
Chemistry,	57
Physical Geography,	165
Instrumental Music,	29
Sewing Machine,	238
Girls' Reading Book,	95
Cookery,	24
Domestic Economy,	44
Kindergarten,	165

In addition to the time spent in results examinations during the year, I made 60 secondary inspections, at which I examined—at least partially—6,857 pupils. I also made 101 incidental visits; 34 days were occupied in the examination of teachers and monitors, and 71 days in other official duties.

I am, gentlemen, your obedient servant,

JOHN BROWNE, District Inspector.

To the Secretaries.

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Mr. CARROLL.

Albert Farm, Glasnevin, 6th July, 1886.

GENTLEMEN,—I beg to submit report on the Agricultural Department for the year 1885.

The Albert Agricultural Institution.—The sessions for agricultural pupils, from March 1st to October 31st, was attended by 48 students, of whom 23 were paying, and 25 were pupils who obtained free places through competitive examination. There was also 1 extern pupil, who resided in the neighbourhood of the farm.

The conduct and application of the whole of the pupils were satisfactory.

With the view towards encouraging young men in the study of Agriculture, the Royal Agricultural Society of Ireland this year offered Diplomas, Special Certificates, and Medals in Agriculture for competition. An examination for these took place in November, 1885. Fourteen pupils from the Glasnevin establishment entered for the examinations. Of these 3 were adjudged to have earned the Society's Diploma; 4 were awarded the Special Certificates for meritorious answering, and one having taken equal marks with a student from the Royal Agricultural College, Cirencester, was awarded a Silver Medal.

The Commissioners were pleased to allocate a free place to this student (Edward Gallagher) during 1886, in consideration of his merit.

I believe those examinations will have special interest for the agricultural schools under the Commissioners, as well as in stimulating the study of agricultural science throughout the country. Our agricultural societies should have considerable influence in promoting agricultural education. The Royal Agricultural Societies of England and Scotland have for some time been engaged in this direction. Under their auspices agricultural examinations are held, at which diplomas, medals, certificates, and scholarships are awarded. Through this means, students are attracted to the colleges, and we find that from the lower schools many pupils are presented at the junior examinations of the Royal Agricultural Society of England.

The agricultural societies of the Continent give a support to agricultural education even greater than our British societies. There we find money grants are made to agricultural schools. Travelling scholarships are endowed, and in many cases teachers are paid fees for instructing in schools, or for teaching in various agricultural subjects in rural districts.

Continental agricultural societies appear to consider agricultural education as one of their functions, and through their working we find that in northern Europe, the progress of agricultural knowledge is rapid, and that the taste for such knowledge is increasing. With increased knowledge, improved methods are originated, and "stations" for agricultural experiments and agricultural scientific research are established. These countries are becoming filled with men who are able to advise and instruct on improved practice and science in agriculture. The book farmer so much despised, of our own country, is not the less practical for his scientific knowledge in other countries. The Agricultural Department of the Royal Dublin Society has considered it judicious to give aid towards encouraging dairy instruction in the Glasnevin and Cork Schools, by offering prizes at examinations. This has been of considerable service.

It is to be hoped that the agricultural societies will see fit to make the subject of agricultural education in this country a matter for encouragement. The time has arrived when the practice of agriculture, to be successful, must be conducted by intelligent direction. We are, in our agriculture, confronted by the cultivated intelligence of the world. In all European countries, agricultural societies and agricultural schools are working to raise farming to a position in which thought and research play an important part. The continent of America, too, recognises the importance of agricultural education, and has given it encouraging prominence. As the race is to the swiftest so shall we be left behind if pace be not kept with those countries where agricultural and industrial education have produced such marked results.

I have had under consideration for some time the desirability of providing a means for instruction and practice in some of the mechanic's work on a farm. The Commissioners sanctioned the appropriation to this purpose the buildings formerly used as gas works. In the course of the coming year I shall propose that a sum of money be granted towards fitting up carpenters' shops, smithy, &c., where the pupils shall have opportunity for becoming practically acquainted with the use of mechanics' tools. Rough carpentry, working in iron, and horse shoeing will be amongst the operations of this department. It would be needless to dilate upon the advantage of providing such instruction, and especially to the young farmer who is desirous of emigrating to the Colonies, this "handicraft" class will be a matter of considerable importance.

The sessions for teachers of the National schools were fairly well filled during the year. The earlier periods for sessions, i.e., those in May and July, will never be filled equally with the September session, as during the latter period the teachers can—in consequence of vacations at their schools—attend more conveniently.

It is gratifying that the teachers appreciate the courses provided by the Commissioners, and it is to be hoped that on returning to their schools the subject of agriculture will be taught by them in a manner more intelligent than if they had not entered the special agricultural course. Fifty-nine teachers attended during the three sessions, May 1st to October.

The sessions for dairy instruction to young women continue to be successful. Owing to an outbreak of pleuro-pneumonia at the farm, the session intended to be given from January 7th to February 20th was postponed. The sessions from November 6th to December 20th was attended by 20 pupils.

The successful results of the system of dairy instruction established by the Commissioners is most encouraging. Several instances of such might be mentioned. Young women who have had little or no experience of improved dairy systems, previous to their entering the dairy school, are now in positions doing good work. Many of the clergy through the country are taking a practical interest in this branch of technical education. In one case a philanthropic clergyman has established dairy classes, at which young women whom he sent to this school give lessons according to the instruction which they received. He gives a very satisfactory account of the benefits which his district is likely to derive through his exertions in this good cause.

The farm has shown fair results. Since the dreadful visitation of pleuro-pneumonia, which was stopped only by the slaughter of the whole of the cattle, the stock has been in good health.

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The outbreak of pleuro-pneumonia at the farm, serious in itself, and resulting in some loss of public funds, has not been without its advantages. Observations of the disease, its symptoms, peculiarities, and progress were made. The working of the Contagious Diseases Animals Acts and Privy Council Regulations were studied, and a fair amount of knowledge of the condition of the country in respect of contagious diseases in cattle was obtained. The Veterinary Inspectors of the Privy Council paid frequent visits to the farm. The Veterinary Inspector of the Local Authority was in constant attendance; every effort to prevent the disease extending was made. Yet, in consequence of its insidious character and difficulty of recognition in its earliest stage, it was considered prudent to slaughter the whole of the animals of the herd, after a fair number had been slaughtered by order of the Local Authority, as directed by the Contagious Diseases Animals Acts.

An epitome of results of observations may not be uninteresting.

1. The cause of the outbreak here was traced to sources of contagion at a distance from the farm.

2. The value of attention to increased temperature in detecting the early stages of disease was clearly demonstrated. The temperature of about forty cows was taken daily, and whenever it rose to 101° Far. the animal was isolated, closely watched, and almost invariably a day or two decided that the cow was affected with pleuro-pneumonia. The normal temperature of the animal should be about 98°.

3. The slaughter of the whole of the animals revealed the fact that some animals had been affected with pleuro-pneumonia, but to a slight extent. They would have fully recovered. They were improving rapidly in condition of flesh, but according to the best authorities on the subject they would for a long period of their convalescence and apparent recovery be dangerous centres of contagion.

These cases of slight, obscure attacks of pleuro-pneumonia and recovering animals are the principal causes of the permanence of the disease in certain districts. Aggravated cases are killed off, the slight cases, which are unobserved, perpetuate the evil.

An experiment on the manurial value of artificial food supplied to sheep has considerable interest. In the year 1884 was commenced an experiment to test the comparative manurial values of linseed cake, cotton seed cake, and maize. A portion of the experiment ground was set apart, upon which sheep were folded. They had Swede turnips supplied, representing a crop of 12 tons per statute acre, with hay *ad lib.* The ground was laid off into four sections. On section No. 1 the sheep had 1 lb. of linseed cake per day, in addition to the turnips and hay; those in section No. 2 had an equal money value of cotton cake; the sheep in section 3 had an equal money value of maize, whilst in section 4 the sheep had no corn or cake. Barley was sown after the winter folding; the corn and straw having been weighed, it was found that the produce stood in the following order:—Highest produce on ground where the cotton cake had been fed; second came linseed cake; maize considerably behind. The experiments, in the same order and on the same ground, will be continued during 1886.

The system of ensilage is still a matter for inquiry. In England considerable attention is paid to investigations as to the suitability of the system to the agriculture of the country. At the instance of Earl Spencer, Lord Lieutenant of Ireland in 1882, the Commissioners directed that experiments should be made to test the practicability of the system

of ensilage and its adaptability to Ireland. Each year since various crops were ensiled, and different plans of silo were tried. During the year to which this report refers, the following crops were put into silos:—

1. Oats cut just as the grain was being formed. The silage produced was of excellent quality, and much relished by cattle.

2. Italian rye grass and clover, uncut and also cut by chaff cutters. Both cut and uncut produced good fodder, but the animals fed upon it appeared to prefer the uncut silage. This may have been the result of a difference in the fermentation under the two systems. According to recently-discovered laws in fermentation, a sweet or sour product may be obtained by regulating temperature. Here the uncut fodder produced a sweet silage, whilst under similar circumstances in respect of silo, the cut "chaffed" fodder gave a sour product.

The question of sweet as against sour silage is under the investigation of practical and scientific men in England at the present time.

3. Meadow grass was also put into the silo, and produced very good results. With our fickle climate, the system of ensilage has very considerable interest for Irish agriculture. Any system by which cattle food can be readily saved is of importance to the country. It has been said of ensilage that the expensive buildings necessary for its successful operation is so great that its introduction to Ireland must be a matter of difficulty. Experiments should be undertaken with a view towards discovering methods by which expense may be kept at a low rate, and various fodder crops should be ensiled to ascertain the most suitable for the system.

Recently, in England, the idea has taken hold that green fodder may be preserved by applying pressure to the stack into which it has been put. That the "stack system" of ensilage, as it is termed, may be economically carried out is undoubted, but its success has to be proved. It is proposed to try the system at Glasnevin during 1886. I may state that I consider this system has more interest for the large than the small farmer under the most favourable circumstances. There must be considerable waste in carrying out the details.

The Munster Agricultural and Dairy National School.—The progress of this school has been very satisfactory. There were three sessions for Dairy instruction held during the year, at which 73 pupils attended. The Local Committee continues its careful supervision of the school at each session. There have been more applications for admission than the school can accommodate.

I have at the end of each of the sessions examined the pupils on the subjects of their course of instruction, and generally found satisfactory results. Evidence of good results to districts into which pupils have gone comes to hand, and altogether I am pleased at being able to report that the school and its work appear to be in a thoroughly good condition. The Ladies' Committee has been very attentive in looking after the domestic comfort and industrial training of the Dairy pupils. This Committee provides funds for prizes in cooking and needlework. Although attendance at lessons in these branches is voluntary, all the pupils as a rule attend the cooking and sewing lessons.

Ordinary Agricultural Schools.—The number of agricultural schools on the list at the end of the year was 63, being 6 less than last year. Owing to indifferent management on part of the teachers, I was obliged to recommend that 8 schools should be struck off the list of agricultural schools; 2 schools were, however, placed on the list during the year. I have to repeat that I am not fully satisfied that those schools generally

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are doing the good work that is desired from them. Whilst some teachers have within the past few years improved their systems of management, others are in a condition which I do not consider satisfactory. I believe those schools might be made very serviceable in promoting agricultural education. I should like to see further encouragement given to them, either by increased results fees, or premiums for superior management.

One of the most important works undertaken by these Agricultural Schools was the production of new varieties of potatoes on their farms and gardens. The importance of the potato crop to Ireland is considerable. The consequences of failure in its produce serious. The "disease," which has had for over forty years, more or less, hold in this country was, during 1879, productive of sad distress amongst the small farmers of the western districts of the country. The Commissioners were desirous to originate or aid as far as possible measures for alleviation; and being given to understand that one of the safeguards against disease in the potato crop was the production of new varieties, they decided, in 1883, to apply to the Treasury for a grant of money to be given as prizes to teachers of Agricultural Schools for new varieties of potatoes raised from seed. The Right Hon. W. E. Forster, Chief Secretary for Ireland, warmly supported the application, which was granted, and the following scale of prizes was agreed upon:—

First Set.—For the best variety of Round Potato for table use.

1st, .£10 0 0 2nd, .£5 0 0 3rd, .£3 0 0

Second Set.—For the best variety of Kidney or Long Potato for table use.

1st, .£10 0 0 2nd, .£5 0 0 3rd, .£3 0 0

Third Set.—For a variety of early Potato, Round or Kidney, which upon being tested at the Farms of the Board of National Education, in the year 1885, shall prove to be the earliest and best in produce and quality.

1st, .£10 0 0 2nd, .£5 0 0 3rd, .£3 0 0

Fourth Set.—For the largest and best variety of Potato for cattle feeding.

1st, .£10 0 0 2nd, .£5 0 0 3rd, .£3 0 0

A Prize of £10 for the best report upon the system of raising potatoes from seed. The report should embody remarks on phases of growth, &c., observed in the varieties raised by the teacher.

For the various classes 255 samples of potatoes were sent up. The dairy and farm produce exhibition of the Royal Dublin Society at Ballsbridge was considered to be a suitable place for judging the merits of the new varieties, and as the Society had engaged Mr. Barron, of the English Royal Horticultural Society's Gardens, at Chiswick, as judge, his services were engaged in awarding the prizes offered by the Commissioners.

The teachers of the following schools were successful in taking the prizes set opposite their names:—

W. McClean, Correen N. S., . . .	{ 1st prize, first set.
	" second set.
R. Bell, Gortagilly N. S., . . .	{ 2nd & 3rd prize, first set.
	{ 1st & 2nd prize, fourth set.
S. Robinson, Benburb N. S., . . .	2nd prize, second set.
J. Carabine, Williamstown N. S., . . .	3rd prize, " "
T. Heffernan, Castle Lyons N. S., . . .	1st prize, third set.
T. Madden, Woodpole N. S., . . .	2nd prize, " "
B. Cullen, Tubbervumans N. S., . . .	3rd prize, " "
W. J. Hunter, Drumbanagher N. S., . . .	3rd prize, fourth set.

The prize for the best report was awarded to C. Lynch, Woodstock N. S., Inistioge, County Kilkenny.

I must bear testimony to the care with which many of the teachers conducted the operations necessary to the work of raising new varieties. To many of them the work was perfectly novel and one requiring considerable care.

All the potatoes sent up for competition will be grown at the Glasnevin farm, so that a fair appreciation of their qualities may be arrived at during the year 1886.

In order that a knowledge of the work which is being done in agricultural education should be widely spread, the Commissioners have directed that a programme or statement of each of the agricultural departments shall be exposed to view in the National schools throughout the country.

A new and important addition is the encouragement given to dairy instruction in schools where the means exist for teaching this branch. It is hoped that the encouragement will be productive of good, and that efforts will be made to aid the Commissioners in their work of education in this important industry.

A copy of the tablet will be found in the Commissioners' Rules and Regulations. It is also printed herewith.

The Commissioners have under consideration the advisability of admitting young men to Glasnevin for a course of training in dairy management. As a rule, in this country, this important industry is carried on by the female portion of the farmer's family, the men knowing little of the subject. The woman confined to the narrow circle of her home, without time for reading or opportunity of seeing improved methods, and frequently having no knowledge of the various qualities of butter put upon the market, could scarcely be expected to contribute much towards improvement in butter making. It should not be supposed that it is considered desirable that women ought to be superseded by men in the work of the dairy. The largest portion of dairy work is eminently suited to women; but taking into account the small amount of knowledge of dairying possessed by the men of the farming classes, and considering the vast importance of the industry, and that intelligent direction in the dairy would be useful, the question as to how far the training of men in dairy management would accomplish good is deserving of serious consideration.

In conclusion, I would beg to say the results of the Agricultural work of the Commissioners during the past year may be considered to be satisfactory. A great deal more might be accomplished with a not very increased expense. Probably increased good might result through a rearrangement of existing agencies. This shall have my serious attention. I believe this country is now fully alive to the importance of increasing its industrial knowledge. It shall be my study to give my best efforts to carrying out the views of the Commissioners in this direction.

I beg to remain, gentlemen,

Your obedient servant,

THOS. CARROLL.

The Secretaries,
Education Office, Dublin.

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AGRICULTURAL INSTRUCTION.

Ordinary National Schools.—In all Rural National Schools for Boys the teaching of Agriculture is compulsory. For Girls it is an optional subject.

Agricultural Schools and School Gardens.—These consist of (a) THE ALBERT MODEL FARM, GLANSVIN, under the exclusive management of the Board; (b) THE MONSTER MODEL AGRICULTURAL AND DAIRY NATIONAL SCHOOL, under the management of the Board, aided by a Local Committee; and (c) ORDINARY NATIONAL SCHOOLS with School Farms or Gardens attached.

I.—*The Albert National Agricultural Training Institution, Glansvin.*

Three Classes of Agricultural Students are admitted to the Institution :—

- I. *Male Agricultural Students.*—Session.—From 1st March to 31st October—Eight Months' Course.
- II. *Male National Teachers.*—1st Session.—From May 1st.—A Six Weeks' Course; 2nd Session.—From July 1st.—A Six Weeks' Course; 3rd Session.—From September 1st.—A Six Weeks' Course.
- III. *Female Dairy Students.*—1st Session.—From 7th January to February 20th; 2nd Session.—From 6th November to December 20th.

All students, male or female, admitted to the Institution are provided with board, lodging, washing, and medical attendance.

I. *Male Agricultural Students.*—*Free Resident.*—Twenty-five pupils are admitted for each Session by Competitive Examination *free*. Examinations are held in various centres in January in each year. The Class is open to all well-conducted youths of seventeen years of age or above throughout the country. Nominations are made by the Superintendent, Agricultural Department, and by the Head and District Inspectors of National Schools.

Programme of Examination for Free Places.

Reading.—Any passage selected in the Fifth Book of Lessons.

Writing.—Candidates are expected to write a legible hand with facility.

Spelling.—Testing by writing from dictation any passage selected from the Fifth Book of Lessons.

Grammar.—Parsing sentences in Fourth Book of Lessons.

Geography.—The general outlines of Mathematical and Local Geography.

Arithmetic.—Fractions, Simple and Compound Proportion, Practice and Interest.

Book-keeping.—The Board's Text Book on the subject.

Mathematics.—The First and Second Books of Euclid, and the Measurement of Surfaces.

Agriculture.—The Agricultural Text Books published and sanctioned by the Board.

Paying Resident Students are admitted on complying with the Commissioners' requirements as to fulfilment of prescribed conditions, including certificate of good conduct, health, &c. The fee is £15 for the Session, payable in advance.

Extern Students board and lodge at their own expense in the neighbourhood of the Institution. Fee, £4 per Session, payable in advance.

II. *National Teachers.*—Male teachers of National schools, especially of those schools with land attached, will be taken into residence for sessions of six weeks.

At least three classes will receive instruction during the year to enable them to acquire a thorough knowledge of the books on agriculture sanctioned by the Commissioners, and to become acquainted practically with approved systems of farm management and gardening.

During the attendance of a teacher at one of these courses, salary and result fees will be allowed to him for the period, provided (a) his school is kept open by an assistant or other competent person, or (b) is closed by the manager for the ordinary summer vacation during such period. In the latter case the limit of vacation within the year may be extended by a fortnight. National teachers receive travelling expenses to and from Glansvin, according to scale.

III. *The Dairy School*.—Classes of young women are admitted to Glasnevin and are trained in systems of Dairy Management. During the sessions for Dairy instruction only female students are resident at the Institution, and they are at all times under the supervision of an experienced Matron. The Royal Dublin Society co-operates with the Commissioners in some of the details in this Department by offering Prizes, and arranging for free travelling, &c., &c. The course of training includes:—

- I. Instruction in the principles of feeding Cows, Calves, Pigs, and of the treatment of Milk and its products; Poultry, and their management.
- II. The PRACTICE OF DAIRYWORK. The making of Butter and Cheese in large and small Dairies with improved machinery and implements as well as by ordinary appliances. The Dairy is fitted with the newest appliances and systems of dairying suited to the different sized farms.
- III. Instruction in Plain Cooking is given on three days of each week, according to an improved programme, by a skilled teacher.

The Fee for the session is £3, payable in advance.

[Special Classes have recently been instituted to afford to young men the opportunity of acquiring knowledge of the modern systems of Dairying as above noted, I. and II.]

II.—*The Munster Agricultural and Dairy National School.*

The classes of pupils admitted to this school are:—

I. *Male Agricultural Pupils*.—Session, 20th August to 20th December. The course of instruction is similar to that of the Albert Institution, Glasnevin (*see above*), but limited to a Four months' session. The Fee is 27, payable in advance.

II. *The Dairy School—Females*.—There are Three sessions, or terms, of two months each, in the year, viz.:—

1st Session commencing	1st Wednesday in January.
2nd " "	2nd Wednesday in March.
3rd " "	4th Wednesday in May.

The course of instruction is similar to that of the Dairy School, Glasnevin (*see above*). The fee for each term is £3 3s., payable in advance. Non-resident or extern students are admitted at a fee of 15s. for the Session.

At the end of each term an examination is held under the direction of the Commissioners of National Education, and scholarships and prizes, *subscribed locally*, are awarded to the most meritorious students, under the auspices of the Local Committee.

III.—*Dairy Instruction to Pupils of National Schools.*

In order that knowledge of the principles of dairy management may be imparted to female pupils of National schools where suitable means exist, the Commissioners have sanctioned the payment of Results Fees for proficiency of pupils in this branch of industry. To warrant payment of the fees, the dairy instructor must hold a certificate of competency. A dairy must be in operation near to the school and be furnished with suitable appliances. At least five cows must be kept. The pupils will be examined periodically in the theory and practice of dairy management, as an approved extra branch, and fees paid according to scale.

JOHN E. SHERIDAN, } Secretaries.
JAMES MORELL, }

March, 1886.

N.B.—Prospectuses giving detailed information as to the different departments noticed above, and forms for making application for admission to the several departments, may be had by applying to the Secretaries, Education Office, Marlborough-street, Dublin.

Appendix G. REPORT ON HANDICRAFT INSTRUCTION given to the Students of
Handicraft Marlborough-street Training College and to the Pupils of the
Instruction. Central Model Schools.

I.—STUDENTS IN TRAINING.

About three years ago the Right Hon. the Resident Commissioner instructed us to open a Handicraft class for the Male Students in Training of this College. The first thing to be done was to procure an instructor; and the person selected was the carpenter who is employed by the Board of Works to look after the Education Buildings, and who has an office on the grounds. The Board of Works allow him to give one hour of his time each day to the instruction of our Students, for which the Commissioners of National Education pay him £20 a year.

The object of instructing the Students in Handicraft is two-fold:—

First, that by learning to use their hands in various common handicrafts they may become more useful in their homes and in their schools.

Second, and much more important, in order that when they return to their schools they may be qualified to instruct their pupils in the use of tools, and may spread among them a taste for handicraft work.

In order that a teacher may be registered as qualified to instruct his pupils in handicraft, he must pass a successful examination in the following programme, laid down by the Commissioners:—

HANDICRAFT—PROGRAMME FOR MASTERS.

(a.) Geometrical Drawing (Elementary).

(b.) Practical Geometry (Elementary), and the portion of the Board's *Treatise on Mensuration* that deals with artificer's work.

(c.) Practical acquaintance with Handicraft, and with the materials and tools in common use, under the following heads:—

To be acquainted with the construction, peculiarities, and uses of the principal tools used in carpentry and joinery, and in any other handicrafts selected by the Candidate.

To be acquainted with the various kinds of nails and screws in common use, and to be expert in driving them.

To be acquainted with the chief technical terms used in the handicrafts selected by the Candidate. To be prepared to show intelligence and practical expertness in any five of the following (at the choice of the Candidate).

1. To prepare and use glue. To plane up the edges of two boards, and glue them together. To make a tenon-and-mortise joint. To make a simple dovetail joint.

2. To dowel two boards together, and strengthen them with glue. To rabbet and bead-mould two boards, and join them together, using ledger and either screws or nails.

3. To plane up, rabbet, and mitre-joint four pieces of wood, so as to form a frame for a tablet or picture.

4. To be acquainted with the several kinds of locks in common use, and with their peculiarities. To put on a lock, using, if necessary, a board to represent door, box, &c. To take off an old lock. To take a lock asunder and put it together again.

5. To be acquainted with the several kinds of hinges in common use. To put on a hinge of any ordinary shape, using, if necessary, boards to represent door and jamb, box and lid, &c.

6. To be acquainted with the principal ways of scarfing and splicing. To splice any such thing as a broken broom-handle, rake handle, pointer, &c., securing the joint with screws or copper wire, or waxed cord. To make a half lap joint. Appendix C.
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7. To cut out and make a rail for a clothes rack, screwing on the hooks. To be acquainted with the different kinds of hooks. To know how to fasten up a rail to a wall by simple plaster-nailing as well as by plugging. To understand the construction of several forms of paling.

8. To know the composition of hard and soft putty. To be able to cut glass, using either a diamond or an American glass-cutter. To hack out a broken pane and put in a new one.

9. To have some knowledge of the ingredients of the most important paints. To mix paint of any ordinary colour, and to paint with it. To understand staining. To prepare a board for staining; to stain, size, and varnish it.

10. To understand the nature of soldering. To tin a soldering iron. To do any plain piece of soldering, such as fixing in the loose handle of a tin vessel, soldering together two pieces of tin, brass, &c. To do plain riveting.

11. To mount a map with linen, roller, &c. To mount a travelling map for the pocket. To know how to make paste.

12. To mend a break in any common article of furniture—a chair, a gate, a school-desk, &c. To make any small simple article—a stool, a little box for pencils, a nail box, a drawing board, &c.

This Programme, it will be perceived, demands two things, theoretical intelligence, and practical dexterity in the several handicrafts selected by the student.

The following are the arrangements we have adopted to enable our students to master this programme during their course of training:—

Each student is furnished with a small shilling book (on the Board's List), which gives detailed instructions in the various handicrafts included in the programme. The students are expected to study this book, or at least those portions of it that treat of the handicrafts they severally select.

For the practical part of the programme the students are divided into six classes of fifteen or sixteen each; and all those of each class work together, under the guidance and instruction of the carpenter, for one hour in the week. This, of course, implies that each individual student is at work just one hour a week. The work is carried on in a workshop lately erected on the grounds by the Board of Works. Tools to the amount of about £20 (including two benches), were supplied in the first instance. These were found to be sufficient for the time; but we subsequently obtained a supplementary supply, some of which are used by the pupils of the schools, as mentioned farther on.

At first setting out the students are taught to sharpen the edged tools—chisels, plane-irons, hatchets, &c., which is a thing not at all so easy to do as might be imagined, and must be learned. They are taught the use of both grindstone and oilstone, and most of them are able, before the course is far advanced, to grind chisels and plane-irons on the one, and to sharpen them to a fine edge on the other. Moreover, as a grindstone is an expensive article, and consequently not always at hand in the students' homes, we have common whetstones, on which they are taught to grind their tools, so as to be independent of the grindstone. Grinding on a whetstone is slow work; but then, a whetstone can be got anywhere.

Then they are instructed how to handle and use the various tools. They learn to take out the irons of a plane, to separate them and screw them together again, and to replace them in the stock with the proper adjustment for the work in hand. They soon become able to plane an ordinary board, using either jack-plane or smoothing-plane. So with

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the saw. They learn to run a cut along a mark, holding the saw in proper position, so that the cut may be straight as well as square with the surface. The plane and the saw, it may be remarked, are always difficult for beginners, so that it is necessary to pay particular attention to the teaching of them. In like manner the students are taught to use the chisel, to drive and draw nails and screws, and so on.

The carpentry work taught here is confined to the ordinary elementary operations, and to the making of simple articles. The students are practised in measuring, lining, and cutting out, with saw or chisel or both, pieces of a given size, and in squaring and planing up the same pieces. They make glue, and glue pieces together. They learn to dowel and splice; and they make easy tenon-and-mortise, dovetail, half-lap and mitre joints. They also practise putting on hinges and locks, using pieces of board to represent doors, box-lids, &c. They do simple soldering, for which we have the necessary appliances—soldering-iron, solder, &c. They varnish maps and diagrams, and mount maps on linen, which of course involves the making of flour paste in the proper way; and they experience no difficulty in making lath and roller, and putting them on. We have a glazier's diamond and an American glass cutter, and the men learn to cut glass with both to any required size; and they can hack out a broken pane and put in a new one. It is useful to teach them the use of the American cutter, for, as it costs only a shilling, many will provide themselves with it who could not afford a glazier's diamond, which costs 8s. or 10s.

The various articles made by the students are kept in the shop till the end of the session. They include specimens of tenon-and-mortising of different kinds, of dovetailing, plain writing desks, little boxes of all shapes fitted with hinges, pieces of boards fitted with locks or hinges, or perforated with keyholes, small frames for pictures or certificates or tablets—some mitred in the ordinary way, some of the Oxford pattern; pieces spliced together, stools, a shooting-block, a mitre-box, &c., &c. We began, as mentioned already, with two benches, but more were needed; and the students themselves have made four others, which are quite as good as the two original ones—indeed, rather better; and the only expense was the cost of the materials—about 7s. 6d. each bench.

The articles these young men make are generally somewhat rough, but none the less useful for all that. To insist on fine work would be, in most cases, to require an impossibility. To look for a high standard of excellence in the multifarious jobs to be done in and about schools and dwelling-houses would result in the greater number of them not being done at all. And with the same idea the men are taught to do a badly needed job with the rough or imperfect materials at hand, rather than leave it undone because materials suitable in all respects cannot be procured.

It is extremely interesting to watch their progress as the session goes on. Those who in the beginning know something of the use of tools are able towards the end to turn out creditable articles, while those who know little or nothing of handicraft at entrance—and these constitute the great majority—acquire sufficient skill to do most of the repairs needed in common house and school furniture and fittings.

This handicraft class is extremely popular among the students; they go at their work each day with great zest and eagerness; and towards the end they show the utmost anxiety to secure certificates. On various occasions they have asked for more time to work; but we do not—at least for the present—see our way to allowing more time than an hour a week to each student.

At the end of the session the students undergo an examination, which consists of two parts. They are first set to answer a paper of questions to test their knowledge of the principles; after which they execute certain pieces of work in presence of the examiner. Two examinations have already taken place—one in July, 1885, the other last July—and in these two 37 per cent. of the students were able to secure certificates. But as handicraft has been recently recognized by the Commissioners as a paying subject in National schools, which of course affords an additional inducement to the students to work more earnestly for certificates during the course, and as besides we are gaining experience as we go along, we believe that henceforward a much larger proportion will be certificated.

The certificates of competency are not confined to students in training. Any National teacher who has a taste for handicraft work, and desires to obtain a certificate, may present himself for examination at the Marlborough-street Training College in July, when the students are examined. This regulation came into operation for the first time last July. It was not known however at the time; but special notices of the coming examination were sent to a few teachers who had expressed a desire to be examined. Of these, two presented themselves in Dublin, one from a remote district in Connemara, and the other from a place also remote in the County Cavan. Both were men of much mechanical taste and attainments, and both passed creditably.

II.—PUPILS OF SCHOOLS.

According to the present rules handicraft may be taught as an extra subject to the pupils of the two highest classes—fifth and sixth—in National schools by National teachers who have obtained certificates of qualification; and the results fee for each pupil who passes satisfactorily at the end of the year is 5s. The following is the programme for pupils, which the Commissioners have recently issued:—

HANDICRAFT—PROGRAMME FOR PUPILS.

FIRST YEAR (*Fifth Class or higher.*)

To measure accurately with a ruler to eighths or tenths of an inch.

To be expert in the management and use of the following tools, and to describe them intelligently:—Hammer, bradawl, gimlet, spokeshave, plane, penknife, saw (including sawing along a line), turn-screw, pincers or pliers, marking gauge, rule, square, compass, nail-punch.

To sharpen the following tools, using whetstone or oilstone, or both, as may be necessary:—Chisel, ordinary knife, penknife, scissors.

To have some knowledge of the different kinds of nails and screws. To drive nails and screws, having bored holes of the proper sizes with bradawl or gimlet.

To sink nail-heads with punch; to countersink screw-heads with chisel, gauge, or penknife.

To exhibit proficiency in any two of the following:—

(1.) To make glue; to plane a board; to plane the edges of two short pieces of board straight and square, and to glue the edges together.

(2.) To know the different kinds of hinges in common use; to put on a butt or a T hinge.

(3.) To know the several kinds of locks in common use; to put on a box, cupboard, or door lock.

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SECOND YEAR.

Handicraft Instruction. In addition to the first year's programme to exhibit proficiency in any five of the following:—

- (1.) To grind a chisel or a plane-iron on a grindstone or on a whetstone, and to sharpen either on the oilstone.
- (2.) To splice or scarf a broken broom handle or rake handle, or any stick of like shape; to secure the joint with screws, or copper wire, or waxed cord.
- (3.) To plane up two boards, and dowel them edge to edge for a broad shelf; to make a shelf bracket; to know how to fix up the shelf with brackets.
- (4.) To take accurate measures of a pane of glass in inches, &c.; to mark the measures of a pane on a rod as a guide for the glass-cutter; to know the nature and uses of putty; to hack out a broken pane, and the old putty, and to put in a new pane.
- (5.) To understand the use of drying oil and turpentine in painting; to mix dry paint of any colour with oil; to thin it for use with oil or turpentine or both; to paint a piece of board. To understand the nature and uses of staining; to know something of the different kinds of stain; to prepare and stain a piece of board, including sizing and varnishing.
- (6.) To mount a map or engraving on linen, and afterwards nail it on lath or lath and roller; to know how to make paste; to understand the nature and uses of varnishing; to know something of the several kinds of varnish; to varnish a map or diagram.
- (7.) To know the use of the mitre-box, or of the shooting block; to rabbet and mitre-cut four pieces of wood, and joint them so as to form a frame for a small picture.
- (8.) To understand the nature of soldering; to solder two pieces of tin, or brass, or iron together; to fix the soldering iron.

This enables a pupil of the fifth or sixth class to receive two consecutive years' instruction; and the 5s. fee accrues to the teacher for a pass in each year. It is not unlikely that at some near future time we may think it right to make a recommendation for the consideration of the Commissioners, to the following effect:—First, that a child's age, and not his class, should determine his eligibility for admission to handicraft instruction; second, that the course be extended over three years; and third, that the payment for passes be graduated according to the year—the fee for the first year being under, and that for the third year being over 5s.

Last December a handicraft class for pupils was opened in the Central Model Schools. In this establishment there are five boys' schools, with about 370 pupils in the fifth and sixth classes—all eligible to receive instruction, and to earn results fees for the teacher in handicraft. We began with the four small schools which have nearly 100 fifth and sixth class pupils; and to these the instruction has been confined so far.

As the opening of this class was an experiment perfectly new, it was approached with some caution. The fifth and sixth class pupils of these four schools were brought together, and the nature of the intended instruction explained to them. They were told to consult their parents on the matter, and those who wished to join were to bring word by a certain day. When called together on the day appointed, the result was very remarkable and very gratifying. There were about 80 boys present; and with the exception of just one boy, all—at the desire of their parents—expressed an eager desire to join the class. The father of the exceptional boy was a police pensioner, who, it seemed, did not want his son taught any handicraft. But the boy, after holding aloof for some time, yielded at last to the general attraction, and joined the class of his own accord.

The pupils are instructed by Mr. Conway, the master of one of the smaller schools, an excellent mechanic, and very intelligent in all matters

relating to handicraft. The instruction is carried on in the interval between 9 and 10 o'clock on four mornings of the week. The whole of the pupils are divided into two classes (a mere mechanical division—not according to proficiency); each class gets two lessons in the week, those of one class attending on Monday and Friday, and those of the other on Wednesday and Saturday. For the purpose of explaining principles, the master sometimes gives the boys a collective oral lesson.

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We got in the beginning a set of tools sufficient for all the needs of the class. For materials, the master buys a supply of timber (generally white deal), in one of the timber yards of the city, choosing such dimensions as he thinks will best answer for the little articles made by the boys. The price of a piece of deal board an inch thick, and a square foot in surface, is about one penny; and each boy buys from the master a piece of the size required for what he is about to make, which seldom costs more than a halfpenny or a penny. In some similar way nails, screws, glue, &c., can be supplied: so that so far as materials are concerned the class is self supporting. The timber materials supplied are all rough from the saw; and the boys have to plane, square, and smooth it up themselves.

There is not in the whole school programme a subject so popular among the little boys as this. It is a pleasure to look at their faces when they enter the workshop every morning; and they often lament that they are not permitted to work more than two mornings in the week. While the work is going on you will often see individuals or little groups of those not in the class lingering round the door to get a peep at the busy little handicraftsmen at their work inside.

Besides engaging in such elementary operations as measuring, sharpening tools, &c., the little boys make a great variety of simple articles, each choosing what best pleases himself:—little writing desks and boxes of various kinds and sizes, ornamental brackets, simple toys, picture frames in oak and deal, both plain and Oxford, and sometimes frames of gilt moulding bought in town by the boys themselves: also some carving and fretwork. These various articles are of course not finished as if made by tradesmen; but such as they are they show that the pupils have attained such a proficiency in the use of tools as will be of incalculable use to them in after life.

Mr. Conway has often 30 boys present at a time, and finds no difficulty in keeping them going. Considering that the articles made by schoolboys would be always small and simple, and that five or six could generally work at the same bench or table, any teacher should be able to conduct a class of thirty.

Of the total number of boys under Mr. Conway's instruction, 85 were eligible for examination last May, when the schools were examined for results. Of these we examined 79 (the rest were absent), applying in each case at least five different tests, such as measuring, planing, sawing along a line, driving and withdrawing screws and nails, making keyholes, &c., &c. Considering that the pupils had been under instruction only about four months, the proficiency was in our opinion very creditable; and we were able to pass 72 of the 79 who were examined.

It is, of course, very important to familiarise children with the use of tools. A child who has been taught to use half a dozen tools of any kind, will all the more easily master others of a different kind, will learn his future trade more readily, and will be all the more likely to turn out a good workman. And even if the boys were never to be tradesmen, this elementary handicraft instruction will be of great value to them after-

Appendix C. wards, as it will enable them to turn their hands to those innumerable
Handicraft jobs and repairs that are perpetually needed in and around every home-
Instruction. stead—a thing that every man ought to be able to do, no matter what
 his position in life.

How precious is a little intelligence and handiness of this kind to those of our people who emigrate to the colonies. In the far distant wilds of America and Australia no tradesman of any kind is to be had for love or money. Here the settler must do everything for himself, or direct unskilled hands how to do it, or it will not be done at all. He must in many cases build his own house, glaze his own windows, make his palings and fences, repair all his agricultural implements, put up sheds for cattle, shoe his own horses, &c. And even a common labourer who is clever enough to turn his hand to any job that comes in his way is pretty sure to get employment when others are walking about idle. And what applies to the colonies applies in a great degree to remote districts in our own country. There are places where tradesmen—masons, carpenters, painters, &c.—cannot be procured without great inconvenience and expense; and when repairs or jobs are required about the house or farm, they will not be done at all unless some member of the household is able to do them. Whoever travels ever so little through Ireland, if he only look about him with eyes commonly observant, will see everywhere proofs of the want of a little handicraft knowledge among the peasantry.

Our experiment is only in its infancy—little more than half a year old—and much result cannot yet be looked for. Still, on inquiry, we find that even already there are plain indications that this handicraft instruction exercises a beneficial influence on the home life of the children. Some tell how they put locks and hinges on doors or presses, others have put in panes of glass, put handles in brushes and hammers, screwed up loose door-handles, made or repaired dog-houses, repaired and painted garden palings, &c., &c. Some have made cricket bats; and there seems to be a flourishing manufacture of home-made toys.

Supposing a teacher to open a class in handicraft, it may be asked where is the work to be carried on? A separate workshop in connexion with the school would of course be the proper place; and we have no doubt that both the State and the managers of schools will ere long recognise the necessity of erecting, in connexion with schools, separate class-rooms for workshops, on terms similar to those given for the erection of the schoolhouses themselves.

But, meantime, the work can be carried on without any difficulty in the present school-rooms. The only additional furniture required would be a couple of benches and a strong table or two—which any handy man could make for himself if he found it necessary. Several teachers to whom we have spoken have expressed their intention to put their classes to work in the school-rooms, making the boys clear away shavings, sawdust, &c., at the end of the lesson.

On the supposition that handicraft instruction becomes general in National schools—and we believe it will—the Board will probably find it necessary to make some arrangements by which schools could be supplied with good tools and materials at reasonable prices. For in remote country places it is very hard to obtain good tools, and still harder perhaps to get timber of the proper kind and scantling, glue, nails, screws, &c. This could be done with very little addition to the work of the office, by sending to the schools catalogues of prices, and by putting schools, or managers of schools, in direct communication with dealers in tools and materials.

No doubt the question will turn up whether a class of National school pupils might not be taught by a tradesman. In several other extra branches—especially French and Latin—externs who give evidences of competency are allowed to teach and to receive the results fees for passes. We are of opinion that this privilege should be extended to handicraft. Where the manager is anxious to have the subject taught, and where the teacher is unable to secure a certificate, we think a local carpenter should be allowed to teach—of course, under the superintendence of the teacher—and should receive the results accruing at the end of the year. An intelligent carpenter should make an excellent instructor in handicraft.

Perhaps it may not be out of place to give here a rough estimate of the numbers, kinds, and cost of the tools that would be wanting to set a handicraft class going in a National school. The supply would of course depend on the number of boys; but if we suppose a class of twenty to begin at the first year's course, the following list shows what would likely be needed. The managers would, no doubt, sometimes supply these tools. In most cases, perhaps, the teachers might think it worth while to purchase some tools at their own expense: indeed there are many teachers of mechanical tastes who are already well supplied with tools, and would have to buy very little. Some plan should then be adopted to keep up the supply. Sometimes the boys would bring their own tools. Several of the pupils of the handicraft class in the Central Model Schools offered to bring their own tools; but the master, having already a sufficient supply, declined, not caring to take the responsibility of their safe keeping.

Of course the tools given below would be sufficient for forty pupils if they were taken twenty at a time.

Marlborough-street
Training College,
15th September, 1886.

D. O'SULLIVAN,
J. CORRETT,
P. W. JOYCE,
J. J. DOHERTY, } *Professors.*

LIST OF TOOLS (for a CLASS OF TWENTY BOYS.)

	£	s.	d.		£	s.	d.
4 2-foot rulers,	0	2	0	2 Compasses,	0	1	8
6 Tape measures (on Board's List),	0	0	3	3 Nail punches,	0	0	6
8 Hammers, various sizes,	0	8	0	6 Oilstones,	0	0	6
24 Bradaws,	0	4	0	2 Whetstones,	—	—	—
12 Gimlets,	0	4	6	2 Oil-sans,	0	0	8
4 Spokeshaves,	0	3	4	15 Chisels,	0	10	0
5 Smoothing-planes,	0	19	2	6 Gouges,	0	4	0
5 Jack-planes,	1	1	3	12 Butt hinges,	0	4	0
4 Hand-saws,	0	12	0	3 T hinges,	0	2	3
1 Trench-saw,	0	5	0	6 Locks, various kinds,	0	6	0
1 Lock-saw,	0	1	2	Penknives (which the boys would likely have),	—	—	—
4 Turnscrowes,	0	6	0	Nails and screws,	—	—	—
2 Pincers, 2 pliers,	0	3	8				
2 Marking gauges,	0	0	8				
4 Squares,	0	7	0				
				Total,	£6	13	1

[APPENDIX D.]

APPENDIX D.

LITERARY CLASSIFICATION of the 712,512 PUPILS who attended School once or oftener within the last Fourteen Days (Fortnight) of the Month immediately preceding the Results Examination.

PROVINCES AND COUNTIES.	Infants.	Class I.	Class II.	Class III.	Class IV.	Class V ¹ .	Class V ² .	Class VI.	TOTAL.
ULSTER.									
Antrim, . . .	17,007	11,098	9,888	7,906	5,796	3,658	2,235	2,379	59,487
Armagh, . . .	6,849	4,517	3,416	2,684	1,938	1,288	692	864	21,718
Cavan, . . .	4,755	4,132	3,281	2,759	2,257	1,197	670	679	19,730
Donegal, . . .	6,559	5,618	4,149	3,448	2,600	1,389	818	940	25,511
Down, . . .	10,822	7,102	5,792	4,725	3,747	2,395	1,377	1,457	37,417
Fermanagh, . .	2,798	2,887	1,871	1,622	1,297	803	471	490	11,679
Londonderry, .	5,845	3,950	3,228	2,716	2,050	1,294	808	1,020	20,911
Meath, . . .	3,296	2,810	2,181	1,943	1,489	925	546	615	13,785
Tyrone, . . .	6,298	5,140	4,031	3,321	2,587	1,523	879	1,064	24,843
Total, . . .	63,669	46,749	37,287	31,119	23,761	14,442	8,496	9,508	235,031
MUNSTER.									
Clare, . . .	4,549	4,452	3,472	3,168	2,699	1,767	1,039	1,291	22,437
Cork, . . .	17,548	13,979	11,438	10,545	8,839	5,916	3,658	4,691	76,609
Kerry, . . .	6,783	7,324	5,038	4,724	3,996	2,668	1,608	2,168	34,274
Limerick, . . .	6,627	4,984	3,852	3,587	3,074	2,066	1,491	2,040	27,741
Tipperary, . .	7,271	5,079	4,450	3,965	3,332	2,291	1,450	1,698	29,586
Waterford, . .	3,761	2,941	2,136	1,820	1,299	872	464	533	13,846
Total, . . .	46,539	38,759	30,381	27,809	23,259	15,600	9,705	12,441	204,493
LEINSTER.									
Carlow, . . .	1,458	1,336	1,019	820	639	428	251	269	6,220
Dublin, . . .	13,914	7,176	5,233	4,146	2,902	1,719	974	1,158	37,222
Kildare, . . .	2,170	1,782	1,352	1,080	821	460	262	283	8,210
Kilkenny, . . .	3,605	2,759	2,308	1,899	1,584	1,028	627	679	14,389
King's, . . .	2,442	2,110	1,559	1,319	1,035	554	333	313	9,665
Longford, . . .	2,002	1,991	1,458	1,239	837	560	289	293	8,069
Louth, . . .	2,786	2,010	1,504	1,281	1,017	573	341	411	9,873
Meath, . . .	3,641	2,484	2,216	1,838	1,394	919	540	611	13,643
Queen's, . . .	1,981	2,043	1,572	1,293	1,034	582	326	324	9,166
Westmeath, . .	2,961	1,885	1,506	1,275	1,051	644	365	398	10,085
Wexford, . . .	3,725	3,114	2,001	1,684	1,249	729	419	441	13,362
Wicklow, . . .	1,968	1,876	1,395	1,175	863	530	317	282	8,406
Total, . . .	42,653	30,566	23,024	18,989	14,426	8,726	5,054	5,462	145,910

LITERARY CLASSIFICATION of the 712,512 PUPILS who attended School once or oftener within the last Fourteen Days (Fortnight) of the Month immediately preceding the Results Examination—*continued*.

PROVINCES AND COUNTIES.	Infants.	Class I.	Class II.	Class III.	Class IV.	Class V.	Class V.	Class VI.	TOTAL.
CONNAUGHT.									
Galway, . .	7,746	8,138	5,732	4,454	3,534	1,933	1,060	1,017	33,604
Leitrim, . .	3,315	3,120	2,567	2,198	1,810	1,034	573	568	15,175
Mayo, . . .	7,718	9,232	6,579	5,158	3,684	1,954	968	1,014	36,307
Resurrection, .	4,760	4,481	3,611	3,058	2,455	1,409	930	984	21,688
Sligo, . . .	3,481	3,517	2,823	2,619	2,089	1,235	730	810	17,304
Total, . . .	27,020	28,488	21,312	17,487	13,572	7,555	4,251	4,393	124,078
ULSTER.									
Ulster, . . .	63,669	46,749	37,287	31,119	23,761	14,442	8,496	9,508	235,031
Monaghan, . .	46,539	38,759	30,381	27,809	23,259	15,600	9,705	12,441	204,493
Lisnakeel, . .	42,653	30,566	23,024	18,999	14,426	8,726	5,054	5,462	148,910
CONNAUGHT, .	27,020	28,488	21,312	17,487	13,572	7,555	4,251	4,393	124,078
Grand Total, .	173,881	144,563	112,004	95,414	75,018	46,323	27,506	31,804	712,512
Per-centage, .	25·3	20·3	15·7	13·4	10·5	6·5	3·8	4·	
Per-centage, .	25·3	49·4			25·3				

APPENDIX E.

TABLE No. 1.—Classification of 7,608 National Schools in regard to cleanliness of (A.) Out-Offices, (B.) School-rooms, and (C.) Children.

District and Centre.	A. Out-Offices.				B. School-room.			C. Children.			Total number of Schools.
	Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.	
1. Letterkenny, . . .	45	30	20	53	55	70	23	55	78	14	147
2. Londonderry, . . .	73	40	12	16	91	46	4	89	40	2	141
3. Coleraine, . . .	35	64	15	25	86	42	11	101	31	7	139
4. Ballymena, . . .	70	27	4	35	110	29	-	110	29	-	139
5. Donegal, . . .	46	40	-	56	70	68	4	60	78	4	142
6. Strabane, . . .	78	13	5	41	90	41	6	98	37	2	137
7. Maghera, . . .	96	27	6	18	104	39	4	102	33	5	147
7A. Cookstown, . . .	57	44	7	25	62	63	8	53	71	9	133
8. Belfast, North, . . .	80	40	-	-	90	26	4	86	20	5	120
8A. Carrickfergus, . . .	70	40	-	9	98	21	-	90	29	-	119
9. Belfast, South, . . .	81	34	-	-	93	22	-	104	11	-	115
10. Newtownards, . . .	64	48	9	4	99	22	4	102	21	2	126
11. Lurgan, . . .	44	53	16	5	93	25	-	81	37	-	118
12. Sligo, . . .	31	42	4	53	69	54	7	84	43	3	130
13. Enniskillen, . . .	108	10	3	40	130	23	3	143	13	-	156
14. Omagh, . . .	101	11	7	17	109	25	2	93	39	4	136
15. Dungannon, . . .	30	73	15	17	81	47	7	74	50	11	135
16. Armagh, . . .	-	-	-	-	-	-	-	-	-	-	-
17. Downpatrick, . . .	64	50	7	7	95	32	1	113	15	-	123
18. Monaghan, . . .	53	23	12	36	81	37	5	76	45	2	123
19. Newry, . . .	34	35	40	28	66	55	16	44	83	10	137
20. Ballina, . . .	62	4	2	60	91	32	5	90	28	-	128
21. Swinsford, . . .	53	27	14	42	79	45	12	75	47	14	136
22. Boyle, . . .	48	13	5	61	79	43	5	79	44	4	127
23. Carran, . . .	46	39	4	56	78	65	2	84	61	-	145
24. Ballisborough, . . .	38	35	9	55	90	32	15	73	56	8	137
25. Dundalk, . . .	96	8	12	12	109	18	1	107	21	-	128
26. Westport, . . .	54	29	10	46	65	68	3	26	109	4	130
27. Roscommon, . . .	45	22	4	55	74	40	12	78	42	6	126
28. Longford, . . .	49	30	13	40	56	64	12	60	63	9	132
29. Trim, . . .	81	22	7	17	94	26	7	102	25	-	127
30. Dublin, North, 1, . . .	56	52	8	2	98	29	-	107	11	-	118
31. Ballinacree, . . .	18	21	1	83	68	46	9	62	56	5	123
32. Tnam, . . .	89	17	1	43	113	25	12	133	13	2	150
33. Mullingar, . . .	80	21	4	26	89	35	5	76	49	4	129

TABLE NO. 1.—Classification of 7,608 National Schools in regard to cleanliness of (A.) Out-Offices, (B.) School-rooms, and (C.) Children—*continued*.

District and Centre.	A. Out-Offices.				B. School-rooms.			C. Children.			Total number of Schools.
	Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.	
34. Galway, . .	87	21	-	38	119	17	-	119	17	-	136
35. Ballinasloe, .	51	33	17	30	77	44	10	80	51	-	181
36. Parsonstown, .	58	23	7	38	106	19	1	162	24	-	126
37. Dublin, North, 2,	-	-	-	-	-	-	-	-	-	-	-
38. Dublin, South, 1,	78	36	2	1	85	25	7	70	35	12	117
39. Listowel, . .	82	16	-	15	104	7	2	96	17	-	113
40. Dublin, South, 2,	72	30	3	20	100	23	2	107	18	-	125
41. Portarlington, .	70	35	11	24	105	31	4	98	33	4	140
42. Gort, . . .	74	24	7	19	81	36	7	87	27	10	124
43. Templemore, .	-	-	-	-	-	-	-	-	-	-	-
44. Athy, . . .	93	15	4	17	124	5	-	123	6	-	129
45. Ennis, . . .	53	13	3	38	83	17	7	95	11	1	107
46. Tipperary, . .	35	11	10	49	60	38	7	60	42	3	105
47. Kilkenny, . .	54	37	9	24	79	27	18	63	44	17	124
48. Youghal, . .	94	8	6	8	102	10	4	107	8	1	116
49. Waterford, . .	75	34	13	7	107	30	2	107	21	1	129
50. Enniscorthy, .	80	7	12	27	130	4	2	132	4	-	136
51. Limerick, . .	57	24	1	24	64	42	-	64	42	-	106
52. Rathkeale, . .	70	21	6	12	77	29	3	74	35	-	109
53. Clonmel, . . .	68	22	3	29	91	29	2	89	33	-	122
54. Tralee, . . .	69	12	6	17	80	15	1	80	24	-	104
55. Millstreet, . .	88	16	4	7	89	18	3	84	22	4	110
56. Mallow, . . .	58	39	12	7	80	35	1	75	36	5	116
57. Kilmaree, . .	84	25	11	5	80	35	10	95	30	-	125
58. Bantry, . . .	52	15	11	41	80	36	13	85	29	5	119
59. Dunmanway, .	83	2	2	18	88	6	11	92	13	-	105
60. Cork, . . .	83	5	4	17	80	22	7	93	14	2	109
61. Bandon, . . .	48	34	14	17	60	41	12	80	25	-	113
Total, . . .	3,890	1,642	454	1,622	5,297	1,967	344	5,303	2,104	301	7,608

TABLE NO. 2.—Classification of 7,608 National Schools

District and Centre.	No. of Schools Returned.	Building, Repairs, &c. A.			Furniture and Apparatus. B.			Premises, Play- C.		
		Good.	Middling.	Bad.	Good.	Middling.	Bad.	Good.	Middling.	Bad.
1. Letterkenny,	147	70	53	22	78	45	24	58	55	
2. Lonsdalebury,	141	119	18	4	115	22	4	86	35	
3. Coleraine,	139	51	83	5	47	83	9	40	36	
4. Ballymena,	139	83	51	3	80	53	1	37	56	
5. Donegal,	142	40	56	6	76	63	3	35	60	
6. Strabane,	137	102	31	4	97	37	3	38	25	
7. Maghera,	147	123	18	9	121	19	7	103	41	
7A. Cookstown,	135	79	45	9	58	44	33	33	37	
8. Belfast, North,	120	70	42	8	90	30	—	55	40	
8A. Carrickfergus,	119	95	23	1	89	30	—	42	47	
9. Belfast, South,	115	93	20	2	81	29	5	48	49	
10. Newtownards,	120	93	27	5	86	25	3	73	40	
11. Lurgan,	118	108	10	—	99	19	—	29	42	
12. Sligo,	130	77	43	10	53	66	11	36	50	
13. Enniskillen,	136	130	14	4	113	40	4	86	10	
14. Omagh,	136	125	7	4	114	17	5	63	10	
15. Dungannon,	135	65	58	12	50	66	19	44	72	
16. Armagh,	—	—	—	—	—	—	—	—	—	
17. Downpatrick,	129	90	34	4	71	53	4	42	40	
18. Monaghan,	123	97	17	9	71	43	9	45	35	
19. Newry,	137	86	40	11	62	60	15	53	28	
20. Ballina,	138	91	29	8	85	36	9	72	4	
21. Swinford,	136	103	24	10	92	33	13	41	32	
22. Boyle,	127	78	48	1	76	45	6	45	56	
23. Cavan,	145	75	53	17	85	43	12	65	39	
24. Rathfriland,	137	77	32	28	77	49	11	53	26	
25. Dundalk,	128	109	16	3	109	15	4	101	14	
26. Westport,	139	76	53	10	57	69	13	45	54	
27. Roscommon,	126	62	55	9	58	58	10	43	34	
28. Longford,	182	76	46	10	80	53	14	54	32	
29. Trim,	127	105	17	5	102	20	5	83	24	
30. Dublin, North, 1.,	118	100	17	1	85	26	4	68	46	
31. Ballinacorney,	123	60	29	34	67	35	21	31	16	
32. Tullagh,	150	105	18	27	105	17	28	80	10	
33. Mullingar,	129	86	36	5	80	26	3	59	28	
34. Galway,	136	107	24	5	96	37	3	106	23	
35. Ballinasloe,	151	81	27	23	53	63	18	30	29	
36. Parsonstown,	126	103	21	2	93	26	3	58	15	
37. Dublin, North, 2.,	—	—	—	—	—	—	—	—	—	
38. Dublin, South, 1.,	117	85	30	2	87	29	1	86	24	
39. Listowel,	113	90	13	10	82	27	4	77	13	
40. Dublin, South, 2.,	125	98	27	5	85	33	7	73	43	
41. Portarlington,	140	103	31	6	97	39	4	83	40	
42. Gort,	124	98	13	13	104	13	7	81	6	
43. Templemore,	—	—	—	—	—	—	—	—	—	
44. Athy,	129	116	9	4	118	5	6	83	12	
45. Ennis,	107	69	29	9	68	32	7	61	28	
46. Tipperary,	105	63	20	22	60	28	17	56	10	
47. Kilkenny,	124	68	25	31	67	27	30	63	47	
48. Yeoughal,	116	97	14	5	96	12	6	100	7	
49. Waterford,	129	81	39	9	77	49	3	84	45	
50. Ennisceorthy,	136	122	8	6	110	20	6	92	16	
51. Limerick,	106	77	22	7	66	29	11	60	27	
52. Rathkeale,	109	75	23	11	74	30	15	80	20	
53. Clonmel,	123	91	27	4	89	30	3	70	10	
54. Tralee,	104	75	21	8	77	21	6	78	14	
55. Millstreet,	110	90	14	6	82	23	5	79	16	
56. Mallow,	118	86	25	5	80	34	2	72	24	
57. Kilmacsey,	125	101	18	6	87	32	6	93	20	
58. Bantry,	119	54	31	34	55	35	29	46	32	
59. Dunmanway,	105	85	12	8	83	15	7	86	11	
60. Cork,	109	94	9	6	78	28	7	54	24	
61. Bandon,	113	64	38	11	59	46	8	44	33	
Total,	7,606	5,315	1,735	558	4,800	2,129	529	3,786	1,796	

in regard to heads indicated in the following Table:—

grounds, &c.		Out-Office.				Space Accommodation.			Supply of Books and other Requisites.			
		D.				R.*			F.			
Bad.	None.	Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.	District.
34	-	40	40	15	52	-	-	-	40	85	12	1
14	9	72	42	11	16	138	11	4	118	23	-	2
14	49	39	60	15	25	119	17	3	87	40	12	3
9	37	64	33	4	38	100	24	15	116	22	1	4
6	41	60	23	3	56	100	33	9	86	52	4	5
6	69	63	26	7	41	109	28	5	89	42	6	6
3	-	83	24	12	18	115	22	10	132	12	3	7
12	51	54	35	21	23	97	31	15	50	64	19	7A
25	-	80	35	5	-	90	25	5	90	30	-	8
-	30	76	35	-	8	92	27	-	105	14	-	8A
8	10	85	30	-	-	84	25	6	95	20	-	9
1	11	65	47	9	4	111	10	4	80	35	-	10
7	40	72	32	9	5	91	22	5	90	25	3	11
6	38	27	43	7	53	100	13	17	108	16	6	12
-	50	103	10	5	40	106	38	12	113	40	3	13
2	61	101	11	7	17	128	6	2	113	23	-	14
9	10	31	75	12	17	91	28	16	32	80	23	15
-	-	-	-	-	-	-	-	-	-	-	-	-
12	34	60	48	13	7	104	18	6	110	14	4	17
4	39	51	32	14	36	114	5	4	87	24	12	18
32	24	43	31	35	26	64	47	26	44	66	27	19
5	47	58	4	6	60	85	33	10	86	32	10	20
12	51	50	30	14	42	90	25	21	81	39	16	21
-	46	49	13	4	61	83	33	11	110	15	2	22
28	13	33	55	10	46	71	57	17	86	57	2	23
9	47	37	33	10	57	91	21	25	63	44	10	24
4	9	102	2	12	12	115	11	2	118	14	1	25
15	25	48	30	15	46	84	19	36	37	68	53	26
16	33	45	15	10	55	52	61	13	77	44	5	27
10	36	56	24	12	40	95	32	5	56	58	18	28
4	16	73	32	5	17	100	13	5	96	25	6	29
4	-	75	29	12	2	91	23	4	85	29	4	30
4	72	23	14	3	83	56	42	23	68	51	4	31
-	60	85	7	5	43	100	25	24	136	11	3	32
-	42	77	24	4	24	102	21	6	104	23	2	33
-	7	79	25	3	28	114	12	10	110	26	-	34
15	37	51	33	17	30	96	10	25	77	44	10	35
1	52	58	23	7	38	110	12	4	87	34	5	36
-	-	-	-	-	-	-	-	-	-	-	-	-
-	7	92	20	4	1	90	20	7	95	21	1	38
13	8	91	7	-	15	98	12	3	92	21	-	39
-	9	73	32	1	19	108	10	7	113	12	-	40
6	11	72	29	15	24	97	31	12	80	50	10	41
3	34	82	16	7	19	90	16	18	68	52	4	42
-	-	-	-	-	-	-	-	-	-	-	-	-
34	-	85	23	4	17	107	18	4	117	12	-	44
8	10	50	18	2	37	78	20	14	94	9	4	45
2	37	35	11	10	49	57	22	36	90	12	3	46
14	-	60	34	6	24	123	1	-	71	34	19	47
-	9	90	11	7	8	106	3	7	98	12	6	48
13	7	58	41	23	7	92	35	2	86	41	2	49
10	18	90	7	12	27	120	10	5	100	26	10	50
4	15	56	21	5	24	48	39	19	70	86	-	51
2	7	67	24	6	12	69	22	18	76	26	7	52
2	40	71	17	3	31	106	13	4	90	28	4	53
2	15	62	19	6	17	68	26	10	91	12	1	54
3	10	86	10	7	7	76	14	20	92	16	2	55
-	20	77	30	2	7	90	20	6	109	5	2	56
8	4	84	23	3	5	80	29	6	83	29	8	57
18	23	45	21	12	41	61	19	39	86	22	11	58
2	6	81	6	-	18	84	7	4	96	4	2	59
15	16	83	5	4	17	98	-	11	98	7	4	60
-	36	59	22	12	20	73	35	5	50	53	8	61
438	1,538	3,948	1,544	502	1,614	5,321	1,287	633	5,340	1,894	574	

* a. Space accommodation sufficient during summer; insufficient in winter.

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APPENDIX F.

REPORT of the NATIONAL SCHOOL TEACHERS' (Ireland) PENSION FUND,
under the Act 42 & 43 Vict., cap. 74, for the Year ended 31st
December, 1885.

1. The sixth year of the operation of the Act ended on the 31st December, 1885.

2. The fluctuation of numbers on the Pension Establishment under the Act, was as follows :—

	MALES.					FEMALES.					Total both sexes.
	3rd Class.	2nd Class.	1st Class.	1st Class.	Total.	3rd Class.	2nd Class.	1st Class.	1st Class.	Total.	
On the Books on the 31st December, 1885,	2,799	1,850	410	150	5,209	3,154	1,552	351	130	5,187	10,396
Maximum Number allowed by the Act,	-	1,050	410	150	5,300	-	1,550	350	130	5,400	10,700

3. The Model School Teachers who have availed themselves of the supplemental privileges conferred under Rules 22 to 34, now 37 to 48, are as follows :—

	Males.	Females.	Total.
On the Books, 31st December, 1884, .	71	102	173
Joined in 1885,	5	1	6
Total,	76	103	179
Removed from Establishment on account of Age, or on receipt of Gratuity, or award of Pension in 1885,	1	1	2
Died in 1885,	1	1	1
Resigned or Dismissed, 1885,	1	.	1
On the Books, 31st December, 1885, .	74	101	175
Maximum number allowed, . . . . .	.	.	250
<i>Supplemental Pensions :</i>	£	£	£
Amount Payable 31st Dec., 1884, .	168	165	277
Granted in 1885, . . . . .	.	.	.
Ceased in 1885, . . . . .	.	.	.
Amount Payable on 31st Dec., 1885,	166	169	277

4. The Pensions granted were as follows :—

	MALES.										FEMALES.										Total both sexes.	
	3rd Class.		2nd Class.		1st Class.		Total.		3rd Class.		2nd Class.		1st Class.		Total.							
	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£						
	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£						
Total on 31st December, 1884.	128	3,683	91	3,567	56	3,660	15	1,226	290	11,579	58	1,143	49	1,371	52	1,396	10	606	149	4,596	489	16,175
PENSIONS GRANTED IN 1885.																						
For ill-health,	1	10	-	-	-	-	-	-	1	10	-	-	2	19	-	-	1	6	3	25	4	35
On Voluntary Retirement, . .	10	226	9	247	1	41	-	-	20	316	8	135	3	59	-	-	-	-	11	194	31	710
On Compulsory Retirement, . .	5	175	3	263	5	180	-	-	16	733	6	130	5	102	4	103	2	126	15	566	31	1,399
Total,	144	4,101	102	4,102	60	3,319	15	1,226	327	12,228	72	1,423	57	1,551	36	1,384	13	818	178	5,381	505	10,209
PENSIONS CEASED IN 1885.																						
Through Death,	5	157	4	184	4	179	-	-	13	530	1	25	1	34	1	47	-	-	3	106	16	626
Otherwise,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pensions payable on 31st Decem- ber, 1885,*	129	3,944	104	3,950	56	3,140	15	1,226	314	12,300	71	1,403	56	1,517	35	1,337	13	818	175	5,275	489	17,533
Gratuities paid during the year, .	17	1,768	12	1,313	1	169	-	-	20	3,275	23	1,036	10	390	4	532	1	121	36	3,329	60	6,094

* Including the Supplemental Pensions shown in paragraph 3.

5. The Age Statistics have been as follows, so far as they have been notified during the Years 1880-1884, and the Year 1885, respectively :—

	MALES.						FEMALES.					
	2d Class.		3d Class.		4th Class.		5th Class.		6th Class.		7th Class.	
	1885.		1885.		1885.		1885.		1885.		1885.	
	5 YEARS, 1880-84.	5 YEARS, 1880-84.	5 YEARS, 1880-84.	5 YEARS, 1880-84.	5 YEARS, 1880-84.	5 YEARS, 1880-84.	5 YEARS, 1880-84.	5 YEARS, 1880-84.	5 YEARS, 1880-84.	5 YEARS, 1880-84.	5 YEARS, 1880-84.	5 YEARS, 1880-84.
Average Age on :—												
Promotion,	20-33	20-64	23-67	23-73	27-33	31-35	34-33	30-54	20-52	23-35	23-69	25-43
Reappointment or Dismissal,	25-61	30-42	30-56	35-54	36-54	38-33	37-35	25-19	25-35	28-18	28-13	25-00
Re-appointment,	27-19	27-51	30-31	37-21	26-25	35-00	34-00	25-57	26-55	27-70	28-32	25-75
Retirement,	55-16	47-00	57-49	61-20	55-16	62-10	52-00	45-53	42-05	48-03	43-57	53-13
Death,	35-66	41-87	43-03	43-17	30-17	50-14	56-00	30-52	30-71	35-97	37-30	41-00

APPENDIX G.

[—LIST of ONE HUNDRED AND SEVENTEEN VESTED SCHOOLS on the Suspended List at end of year 1885.

County.	Dioclet.	Parish.	Sch. No.	School.	How vested.
Armagh,	3	Armagh,	1280	Breen, m.	V.T.
Do.,	—	Culfeaghtrin,	1787	Ballyverdock, f.	A.
Do.,	8	Tullyvack,	5537	Dundrod, f.	V.C.
Do.,	—	Shankill,	6633	Cavehill, f.	V.T.
Do.,	8a	Kilroot,	7944	Bellshill,	V.C.
Cavan,	23	Annaghbell,	129	Carluigan, m.	A.
Do.,	—	Killeshandra,	143	Curamary, m.	V.T.
Do.,	—	Do.,	144	Do., f.	V.T.
Do.,	—	Urney,	157	Coolboyogue, m.	V.T.
Do.,	—	Do.,	158	Do., f.	V.T.
Do.,	—	Annagh,	5370	Kilnakeel, f.	V.T.
Do.,	—	Killeshandra,	11206	Killeshandra, f.	V.T.
Do.,	24	Lurgan,	2180	Lattison, f.	V.T.
Do.,	—	Drumgosa,	3230	Cohaw, f.	V.T.
Donegal,	1	Monagh,	1362	Carriek,	V.T.
Do.,	2	Muff,	2959	Ture, f.	V.T.
Do.,	—	Fahan, Lower,	3584	Tullylish, f.	V.T.
Do.,	5	Kilbarren,	4421	Ballyshannon, f.	V.C.
Down,	17	Bright,	4743	Bright, m.	V.C.
Do.,	—	Killesh,	10578	Killesh,	V.T.
Fermanagh,	13	Galloo,	231	Drumharry,	V.T.
Do.,	—	Magheraculmoney,	238	Telnaquinny,	V.T.
Londonderry,	3	Killoven,	3307	Killoven-street, m.	V.T.
Do.,	7	Tamlaght O'Crilly,	2486	Drumgarner, f.	V.T.
Do.,	—	Upper Cumber,	5496	Glenmadie, m.	V.C.
Monaghan,	18	Tydevast,	1773	Knockatallen, f.	V.T.
Do.,	—	Do.,	4653	Tullycrummin, f.	V.T.
Tyrone,	6	Donaghedy,	1280	Donaghedy,	A.
Do.,	—	Bedaney, Upper,	3678	Lettobrat, f.	V.C.
Do.,	7a	Derrydaran,	4926	Drumcraw,	V.C.
Do.,	13	Kilkeery,	3277	Peglish, f.	A.
Do.,	14	Cappagh,	380	Carrigan, Lower,	V.T.
Do.,	—	Clegher,	333	Eske, m.	V.T.
Do.,	—	Merrigle Keerogue,	415	Glenacall, m.	V.T.
Do.,	—	Clegher,	1890	Eske, f.	V.T.
Do.,	—	Donaghedy,	2456	Blackfort, f.	V.C.
Do.,	—	Cappagh,	3345	Reylough,	A.
Do.,	—	Clegher,	4750	Ballyscally,	V.C.
Clare,	42	Dysart,	1264	Moynhee, m.	A.
Do.,	—	Kilmoan,	3198	Caherbullog, m.	V.T.
Do.,	—	Do.,	3199	Do., f.	V.T.
Do.,	45	Drumcliffe,	443	Newtownstackpoole, m.	V.T.
Do.,	—	Do.,	5314	Do., f.	V.T.
Cork,	48	Britway,	3384	Britway, f.	V.T.
Do.,	55	Kilmichael,	3509	Drumblagh, f.	V.T.
Do.,	—	Canovee,	3150	Canovee, m.	V.T.
Do.,	—	Do.,	3136	Do., f.	V.T.
Do.,	56	Doneraile,	4128	Skeshanabeg, m.	V.T.
Do.,	59	Myross,	2113	Conseransen, m.	A.
Do.,	—	Do.,	2113	Do., f.	A.
Do.,	—	Skibbereen,	5141	Skibbereen (4),	V.T.
Do.,	60	Blarney,	1542	Blarney, f.	V.T.
Do.,	61	Ardfield,	10937	Ardfield, m.	V.T.
Kerry,	39	Kilnaughton,	9330	Romturk, f.	V.T.
Do.,	—	Killernah,	10553	Lixnaw, f.	V.T.
Do.,	54	Dingle,	1278	Dingle, m.	V.T.

I.—LIST OF ONE HUNDRED AND SEVENTEEN VESTED SCHOOLS on the Suspended List at end of year 1885—*continued.*

County.	District.	Parish.	Roll No.	School.	How vested.
Kerry, . . .	54	Killiney, . . .	2191	Curtlegregory, . . m.	V.T.
Do., . . .	—	Do., . . .	2192	Do., . . . f.	V.T.
Do., . . .	55	Kilcummin, . . .	2895	Rathmore, . . . f.	V.T.
Do., . . .	57	Kilerohan, . . .	8252	Sussex, . . . f.	V.C.
Do., . . .	—	Do., . . .	10059	Letterinish, . . f.	V.C.
Do., . . .	58	Kemmare, . . .	2850	Kemmare, . . . f.	A.
Tipperary, . .	36	Cloughprior, . . .	2076	Carney, . . . m.	V.T.
Do., . . .	46	Templecory, . . .	10433	Arduana, . . . m.	V.T.
Waterford, . .	48	Tallow, . . .	3490	Kilcalf, . . . m.	A.
Do., . . .	—	Do., . . .	4318	Ballyduff, . . . f.	V.T.
Do., . . .	53	Methell, . . .	4137	Coolinahorna, . . f.	V.T.
Dublin, . . .	30	Naul, . . .	1170	Naul, . . . m.	V.T.
Do., . . .	—	Grangegorman, . . .	7716	St. Peter's (2), . . m.	V.T.
Do., . . .	—	Do., . . .	7717	Do., (2), . . f.	V.T.
Do., . . .	38	Rathmichael, . . .	8235	Ballycorus, . . m.	V.C.
Do., . . .	40	Seillorgan, . . .	1296	Seillorgan, . . . m.	V.C.
Kildare, . . .	37	Cloncurry, . . .	1497	Newtown, . . . f.	V.T.
Do., . . .	—	Culamstown, . . .	5127	Johnstown Bridge, . m.	V.T.
Do., . . .	44	Dunmanogue, . . .	2712	Levistown, . . .	V.T.
Kilkenny, . . .	47	Grange, . . .	790	Church Hill, . . .	V.T.
Do., . . .	—	Powderstown, . . .	1155	Skeavostheen, . . f.	V.T.
Do., . . .	—	St. John's, . . .	3415	St. John's, . . . i.	V.T.
Do., . . .	—	Do., . . .	10639	St. John's Preparatory m.	V.T.
Do., . . .	49	Lislaning, . . .	3677	Mullinakil, . . . f.	V.T.
King's, . . .	36	Drumshillen, . . .	3412	Thomastown, . . .	V.T.
Do., . . .	41	Kiltride, . . .	629	Tullamore, . . . m.	V.T.
Longford, . . .	28	Columbkil, . . .	2372	Clonsa, . . .	V.T.
Louth, . . .	25	Drumshallow, . . .	1365	Kellystown, . . m.	A.
Do., . . .	—	Rathdrummin, . . .	1593	Walshstown, . . m.	V.T.
Do., . . .	—	Termonfeckin, . . .	2004	Curtown, . . . f.	V.T.
Meath, . . .	29	Kilharvin, . . .	1176	Mount Hanover, . . f.	V.T.
Do., . . .	—	Boardsmill, . . .	1827	Batterstown, . . .	V.T.
Do., . . .	—	Cushinstown, . . .	3147	Cushinstown, . . f.	V.T.
Do., . . .	—	Kildalkey, . . .	3812	Carnale, . . . f.	V.T.
Do., . . .	—	Clonmacduff, . . .	4009	Tallaghtown, . . .	V.T.
Do., . . .	—	Trim, . . .	4309	Phillonstown, . . .	V.T.
Do., . . .	30	Clonalvey, . . .	2695	Clonalvey, . . . m.	V.T.
Westmeath, . .	33	Ballymore, . . .	1513	Newbride, . . . m.	V.T.
Wexford, . . .	49	Hook, . . .	11994	Loftus Hall, . . m.	V.T.
Do., . . .	—	Do., . . .	11995	Do., . . . f.	V.T.
Do., . . .	50	Ballyhege, . . .	1491	Gallally, . . . f.	V.T.
Do., . . .	—	Cleson, . . .	2101	Dennard, . . . f.	V.T.
Do., . . .	—	Rosdrolit, . . .	5037	Courtmacuddy, . . m.	V.C.
Wicklow, . . .	40	Rathdrum, . . .	5950	Rathdrum, . . . f.	V.C.
Galway, . . .	26	Ballinakil, . . .	1519	Tully, . . .	V.T.
Do., . . .	32	Abbey, . . .	890	Brianfield, . . . f.	V.T.
Do., . . .	34	Oranmore, . . .	4567	Oranmore, . . . f.	V.C.
Do., . . .	—	Kilcummin, . . .	4787	Oughtonard, . . f.	V.C.
Do., . . .	—	Moyrus, . . .	9566	Murvey, . . . f.	V.C.
Do., . . .	—	Kilcummin, . . .	10582	Gertmore, . . . m.	V.T.
Do., . . .	—	Oranmore, . . .	8799	Menlough, . . . m.	V.T.
Do., . . .	35	Lickerig, . . .	1069	Lickerig, . . . f.	V.T.
Do., . . .	—	Leighrea, . . .	1011	Leighrea, . . . f.	V.T.
Do., . . .	42	Kilbenny, . . .	1325	Kilbenny, . . . m.	V.T.
Do., . . .	—	Do., . . .	1320	Do., . . . f.	V.T.
Do., . . .	—	Kilmacdough, . . .	4791	Gort, . . . f.	V.C.
Mayo, . . .	20	Oreaghmalina, . . .	4010	Richmond, . . .	V.T.
Do., . . .	21	Kilconduff, . . .	2031	Swinsford, . . . i.	V.T.
Do., . . .	26	Aughaval, . . .	2823	Murriak, . . . m.	A.
Do., . . .	—	Drum, . . .	6724	Clogher, . . . f.	V.C.
Roscommon, . .	35	St. Peter's, . . .	4196	Deerpark, . . . f.	V.T.

LIST of SIX VESTED MODEL SCHOOL INFANT DEPARTMENTS, amalgamated with their respective FEMALE DEPARTMENTS.

County.	District.	Roll No.	School.	Parish.	How vested.
Kildare, . . .	44	6615	Athy Model, . . .	St. Michael's, . . .	V.C.
Kilkenny, . . .	47	6953	Kilkenny " . . .	St. Patrick's, . . .	V.C.
King's, . . .	36	7951	Parsonstown " . . .	Birr, . . .	V.C.
Meath, . . .	29	5632	Tym " . . .	Trim, . . .	V.C.
Wexford, . . .	59	7796	Ennisceorthy " . . .	St. Mary's (Ennisceorthy), . . .	V.C.
Galway, . . .	34	6214	Galway " . . .	Rahoon, . . .	V.C.

II.—LIST of TWO HUNDRED and SIXTY-TWO VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st December, 1885.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Females.	Total.	
ULSTER.								
Antrim,	3	Loughguile, . . .	12844	Knockabalett, . . .	60	60	100	V.C.
"	7	Finvey, . . .	12762	St. Mary's, . . .	40	20	60	V.C.
"	8A	Kilbride, . . .	12987	Kilbride, . . .	60	60	120	V.C.
"	9	Shankill, . . .	12959	Malcol-street, . . .	Special plan for	500	500	V.C.
"	—	Do., . . .	12951	Do., . . .				V.C.
Armagh,	16	N. T. Hamilton, . . .	12290	Townsend, . . .	75	—	75	V.C.
"	—	Do., . . .	12291	Do., . . .	—	75	75	V.C.
"	25	Creggan, . . .	12573	Cregganbaff, . . .	60	40	100	V.C.
Cavan,	23	Ballintemple, . . .	12918	Waterghy, . . .	60	—	60	V.C.
"	—	Do., . . .	12919	Do., . . .	—	60	60	V.C.
"	—	Crosslough, . . .	12932	Raman, . . .	60	60	120	V.C.
"	—	Laragh, . . .	12941	Calfield, . . .	60	60	120	V.C.
"	—	Denn, . . .	12917	Ardrill, . . .	60	60	120	V.C.
"	—	Drumlane, . . .	12935	Drumkert, . . .	60	60	120	V.C.
"	24	Shreecock, . . .	12812	Nelagh, . . .	60	40	100	V.C.
Donegal,	5	Glencolumbkille, . . .	12021	Meenanery, . . .	60	40	100	V.C.
"	—	Do., . . .	12113	Loughcheek, . . .	40	20	60	V.C.
"	—	Do., . . .	12719	Cashel, . . .	Special plan for	200	200	V.C.
"	—	Do., . . .	12728	Do., . . .				V.C.
Down,	19	Drumhallyreney, . . .	13009	Katesbridge, . . .	40	20	60	V.C.
Fermanagh,	13	Enniskillen, . . .	12147	Glenn, . . .	60	40	100	V.C.
"	—	Kinnivley, . . .	12776	Carroo, . . .	40	35	75	V.C.
Londonderry,	2	Drumchoose, . . .	12906	Termonahiffe, . . .	100	—	100	V.C.
"	—	Do., . . .	12907	Do., . . .	—	100	100	V.C.
"	7	Ballyscullion, . . .	12930	Glennville, . . .	60	60	120	V.C.
"	7A	Ardrice, . . .	12936	Anahorish, . . .	100	—	100	V.C.
"	—	Do., . . .	12937	Do., . . .	—	100	100	V.C.
Monaghan,	18	Glentworth, . . .	12851	Drumuck, . . .	75	—	75	V.C.
"	—	Do., . . .	12878	Do., . . .	—	75	75	V.C.
Tyrone,	6	Camus, . . .	12748	Barrack-street, . . .	150	—	150	V.C.
"	—	Do., . . .	12749	Do., . . .	—	150	150	V.C.
"	7A	Kildress, . . .	12908	Donamore, . . .	100	—	100	V.C.
"	—	Do., . . .	12909	Do., . . .	—	100	100	V.C.
"	14	Clagher, . . .	12924	Aughadrine, . . .	60	40	100	V.C.
"	15	Carniel, . . .	12777	Colleen-street, . . .	60	40	100	V.C.
"	—	Drumglass, . . .	12845	Union-places, . . .	Special plan for	280	280	V.C.
"	—	Do., . . .	12846	Do., . . .				V.C.

II.—List of TWO HUNDRED and SIXTY-TWO VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st December, 1885—continued.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			Boys tested.
					Males.	Females.	Total.	
MUNSTER.								
Clare,	42	Tulla,	12784	Tulla, m.	150	—	150	V.T.
"	"	Rathboreary, . .	12866	Corkscrewhill, . .	40	20	60	V.T.
"	"	Rath,	12507	Cerofia, m.	180	—	180	V.T.
"	"	Do. . . .	12508	Do. . . . f.	—	150	150	V.T.
"	45	Moyaria,	12848	Deonola,	60	40	100	V.C.
Cork,	48	Cloyne,	12828	Cloyne, f. }	—	—	267	V.T.
"	"	Do. . . .	12829	Do. . . . f. }	—	—	—	V.T.
"	"	Kilcreedan, . . .	12996	Kilcreedan, . . . m.	100	—	100	V.T.
"	"	Do. . . .	12991	Do. . . . f.	—	100	100	V.T.
"	52	Cloofort,	12999	Knockanshane, . .	40	35	75	V.T.
"	55	Inchigoela, . . .	12967	Inchigoela, . . . f.	Special plan for	—	150	V.T.
"	58	Killeshane, . . .	12685	Russnachans, . . m.	75	—	75	V.T.
"	"	Do. . . .	12696	Do. . . . f.	—	75	75	V.T.
"	"	Kilcaskan, . . .	12576	Derrinourris, . .	40	20	60	V.C.
"	"	Kilmanusagh, . .	12977	Lehanemore, . . m.	100	—	100	V.C.
"	"	Do. . . .	12978	Do. . . . f.	—	100	100	V.C.
"	59	Tullagh,	12849	Baltimore, . . . m.	100	—	100	V.T.
"	"	Do. . . .	12850	Do. . . . f.	—	100	100	V.T.
"	60	Kilmaney,	12853	Carrigaline, . . m.	150	—	150	V.T.
"	"	Do. . . .	12856	Do. . . . f.	—	150	150	V.T.
"	61	Murragh,	12857	Newcastowna, . . m.	150	—	150	V.T.
"	"	Do. . . .	12858	Do. . . . f.	—	150	150	V.T.
"	"	Ballinadee, . . .	12921	Rahcross,	60	60	120	V.C.
Kerry,	39	Kilbarragh, . . .	12410	Ballinaboeber, . m.	100	—	100	V.T.
"	"	Do. . . .	12411	Do. . . . f.	—	100	100	V.T.
"	"	Goley,	12467	Coalard, m.	150	—	150	V.T.
"	"	Do. . . .	12468	Do. . . . f.	—	150	150	V.T.
"	"	Killbry,	12744	Dramacorm, . . m.	100	—	100	V.T.
"	"	Do. . . .	12745	Do. . . . f.	—	100	100	V.T.
"	"	Ballyteigue, . . .	12864	Bentleshere, . . m.	100	—	100	V.T.
"	"	Do. . . .	12865	Do. . . . f.	—	100	100	V.T.
"	"	Ballycanny, . . .	12879	Ballycanny, . . m.	100	—	100	V.T.
"	"	Do. . . .	12880	Do. . . . f.	—	100	100	V.T.
"	"	Brens,	13018	Brens, m.	Special plan for	—	300	V.T.
"	"	Do. . . .	13019	Do. . . . f.	—	—	—	V.T.
"	"	Do. . . .	13041	Knockbreck, . . m.	Special plan for	—	250	V.T.
"	"	Do. . . .	13042	Do. . . . f.	—	—	—	V.T.
"	"	Killarney,	13051	Killarney Convent, .	Special plan for	—	600	V.T.
"	54	Ballymac Elligett, .	12554	Clogher, m.	100	—	100	V.T.
"	"	Do. . . .	12555	Do. . . . f.	—	100	100	V.T.
"	57	Knockane,	11844	Brida, f.	—	60	60	V.T.
"	"	Dromed,	12121	Derrina,	60	40	100	V.T.
"	"	Killinane,	12138	Tyromoye, . . . m.	60	—	60	V.T.
"	"	Do. . . .	12139	Do. . . . f.	—	60	60	V.T.
"	"	Templenoe, . . .	12819	Graigmagra, . . .	60	40	100	V.C.
"	"	Killorglin, . . .	12830	Cromane, m.	100	—	100	V.C.
"	"	Do. . . .	12831	Do. . . . f.	—	100	100	V.C.
"	"	Knockane,	12832	Glencutliffe, . . m.	60	—	60	V.C.
"	"	Do. . . .	12833	Do. . . . f.	—	60	60	V.C.
"	"	Killinane,	12701	Filemore, m.	100	—	100	V.C.
"	"	Do. . . .	12702	Do. . . . f.	—	100	100	V.C.
"	"	Killorglin, . . .	12834	Dungael, m.	100	—	100	V.C.
"	"	Do. . . .	12835	Do. . . . f.	—	100	100	V.C.
"	"	Do. . . .	12862	Killorglin, . . . m.	Special plan for	—	500	V.C.
"	"	Do. . . .	12863	Do. . . . f.	—	—	—	V.C.
"	"	Do. . . .	12875	Douglas, m.	100	—	100	V.C.
"	"	Do. . . .	12876	Do. . . . f.	—	100	100	V.C.
Limerick, . . .	46	Galbally,	12685	Berna, m.	100	—	100	V.T.
"	"	Do. . . .	12686	Do. . . . f.	—	100	100	V.T.

11.—List of Two HUNDRED and SIXTY-TWO VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st December, 1885—continued.

County.	District	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.	
					Males.	Females.	Total.		
MUNSTER—con.									
Limerick.	46	Kilfinane.	13025	Kilfinane.	m.	Special plan for 500		V.T.	
"	"	Do.	13026	Do.	f.			V.T.	
"	"	Do.	13027	Do.	i.			V.T.	
"	51	St. Michael's.	12718	St. Vincent de Paul.		Special plan for 500		V.T.	
"	"	St. Mary's.	13050	St. Mary's m. i. Conv.			250	250	V.T.
"	52	Chapel Russell.	12981	Pallinacorney.	m.	Special plan for 200		V.T.	
"	"	Do.	12632	Do.	f.			V.T.	
"	"	Killoghobane.	12735	Kneektoosh.	m.		75	75	V.T.
"	"	Do.	12736	Do.	f.		75	V.T.	
"	"	Maheonagh.	12867	Feechanagh.	m.	100	100	V.T.	
"	"	Do.	12868	Do.	f.		100	V.T.	
"	"	Drumcolliber.	12912	Drumcollagher.	m.	150	150	V.T.	
"	"	Do.	12913	Do.	f.		150	V.T.	
"	"	Newenstie, West.	12975	St. Joseph's.	i.	Special plan for 500		V.T.	
Tipperary.	43	Templederry.	12888	Clehinch.		60	60	V.T.	
"	53	Ballyclerhan.	12667	Clerhan.	m.	75	75	V.T.	
"	"	Do.	12668	Do.	i.		75	V.T.	
"	"	Fethard.	13014	Fethard Monastery.		Special plan for 300		V.T.	
Waterford.	48	Lismore.	12911	Lismore Convent.	(3)	Special plan for 200		V.T.	
"	49	Dungarvan.	12737	Ballinacorney.		60	40	100	V.T.
"	"	Kiln St. Nicholas.	12840	Ballyghan.		60	40	100	V.T.
"	"	Stradbally.	13020	Stradbally Convent.		Special plan for 200		V.T.	
LEINSTER.									
Carlow.	44	Kiltegan.	12603	Tyneclass.	m.	60	60	V.T.	
"	"	Do.	12604	Do.	f.		60	V.T.	
Dublin.	38	St. Peter's.	12952	St. Kevin's.	f.	Special plan for 520		V.T.	
"	"	Do.	12953	Do.	i.			V.T.	
Kildare.	37	Timahoe.	12938	Timahoe.		40	35	75	V.C.
"	38	Gilltown.	12937	Bransfortown.		40	20	60	V.T.
Kilkenny.	45	Derrynahinch.	13028	Castlegannon.		60	40	100	V.T.
"	53	Tullabought.	13033	Kilmasculiver.	m.	100	100	V.T.	
"	"	Do.	13034	Do.	f.		100	V.T.	
King's.	36	Gallen.	12722	Shannon Harbour.	m.	60	60	V.T.	
"	"	Do.	12863	Bans.		40	20	60	V.T.
"	"	Reynagh.	12933	Garbally.		60	40	100	V.T.
"	"	Wheery.	12974	Leamore.		60	60	120	V.T.
Longford.	28	Killoe.	12397	Fardromin.	m.	75	75	V.T.	
"	"	Do.	12398	Do.	f.		75	V.T.	
"	"	Killashoe.	12515	Killashoe.	m.	75	75	V.T.	
"	"	Do.	12516	Do.	f.		75	V.T.	
"	"	Colmanskille.	12536	St. Mary's.	m.	100	100	V.T.	
"	"	Do.	12537	Do.	f.		100	V.T.	
"	"	Templemichael.	12633	Longford.	m.	60	60	V.C.	
"	"	Do.	12634	Do.	f.		60	V.C.	
"	"	Granard.	12736	Banahy.		40	20	60	V.T.
"	"	Serahy.	12813	St. Columba's.	m.	100	100	V.T.	
"	"	Do.	12814	Do.	f.		100	V.T.	
"	"	Sirule.	12920	Gurteen.		60	60	120	V.T.
Meath.	24	Moynalty.	12857	Uthynnal.		60	60	120	V.T.
"	29	Dunshaughlin.	12432	Dunshaughlin.	m.	Special plan for 200		V.T.	
"	"	Do.	12433	Do.	f.			V.T.	

II.—List of Two HUNDRED and SIXTY-TWO VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st December, 1885—*continued.*

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How funded.
					Males.	Females.	Total.	
LEINSTER—con.								
Menth.	29	Athboy.	12779	Athboy, . . . m.	Special	place for	350	V.E.
"	"	Do.	12780	Do. f.				
"	"	Do.	12781	Do. l.				
Queen's.	41	Abbeyleix.	12649	Abbeyleix, North.	Special	place for	262	V.C.
"	"	Donaghmore.	12692	Kilbadooley, . . . m.				
"	"	Do.	12693	Do. f.				
"	"	Straboe.	12384	Straboe,				
"	"	Ballyroan.	12979	Ballyroan,	60	40	100	V.E.
Westmeath.	33	St. Mary's.	12862	Glendana,	40	35	75	V.E.
"	"	Ballymore.	12843	Ballymore, . . . m.	150	—	150	V.E.
"	"	Do.	12844	Do. f.	—	150	150	V.E.
"	35	St. Mary's.	12655	Carmannady,	60	40	100	V.E.
"	"	Do.	12904	St. Mary's, . . . m.	400	—	400	V.E.
"	41	Rahugh.	12905	Rahugh, m.	60	—	60	V.E.
"	"	Do.	12906	Do. f.	—	60	60	V.E.
Wexford.	49	Kilmoles.	12850	Harwood, m.	100	—	100	V.E.
"	"	Do.	12831	Do. f.	—	100	100	V.E.
"	50	Monast.	12740	Marshallstown, . . .	60	—	60	V.E.
"	"	Do.	12741	Do. f.	—	60	60	V.E.
"	"	Kilrush.	12841	Ballyroebuck, . . .	60	60	120	V.E.
"	"	Kilmannan.	12909	Forth,	40	35	75	V.E.
"	"	St. Peter's.	12925	Wexford, m.	120	—	120	V.C.
"	"	St. John's.	12966	Wexford Convent (2).	Special	place for	200	V.E.
CONNAUGHT.								
Galway.	26	Ross.	12826	Mayard,	40	35	75	V.E.
"	"	Do.	12644	Kilmilkin,	40	35	75	V.E.
"	"	Do.	12646	Shanahan,	60	40	100	V.E.
"	32	Clonsilla.	12566	Mahanagh,	60	60	120	V.E.
"	"	Beyanagh.	12711	Cushel, m.	75	—	75	V.E.
"	"	Do.	12712	Do. f.	—	75	75	V.E.
"	"	Kilcoona.	12782	Kilcoona, m.	60	—	60	V.E.
"	"	Do.	12783	Do. l.	—	60	60	V.E.
"	"	Deaghpatrick.	12502	Caherlistrae, . . . m.	100	—	100	V.E.
"	"	Do.	12503	Do. f.	—	100	100	V.E.
"	"	Adargoe.	12868	Milltown, f.	—	120	120	V.E.
"	"	Do.	12869	Dalgin, f.	—	120	120	V.E.
"	"	Dunmore.	13012	Gortalam, m.	75	—	75	V.E.
"	"	Do.	13013	Do. f.	—	75	75	V.E.
"	34	Inishness.	12338	Inishness, m.	75	—	75	V.E.
"	"	Do.	12339	Do. f.	—	75	75	V.E.
"	"	Inishmore.	12340	Killeany,	60	60	120	V.E.
"	"	Inishoor.	12841	Inishoor,	60	60	120	V.E.
"	"	Inishmore.	12342	Croghasreen,	60	60	120	V.E.
"	"	Orney.	12455	Aughrimore,	60	40	100	V.E.
"	"	Killach.	12706	Solera, m.	75	—	75	V.E.
"	"	Do.	12707	Do. f.	—	75	75	V.E.
"	"	Kilnash.	12854	Inishmore,	Special	place for	35	V.E.
"	"	Kilnash.	12945	Cartonkeel,	60	40	100	V.E.
"	"	Do.	12946	Derros, m.	75	—	75	V.E.
"	"	Do.	12947	Do. f.	—	75	75	V.E.
"	"	Leckagh.	12954	Leckagh, m.	60	—	60	V.E.
"	"	Do.	12955	Do. f.	—	60	60	V.E.
"	35	Killean.	12910	Woodlawn,	60	60	120	V.E.
"	42	Killanny.	12818	Killina,	40	20	60	V.C.
Leitrim.	5	Rossaver.	12805	Ahanlish,	40	20	60	V.E.
"	12	Innisnaght.	12872	Tullydoonan,	60	60	120	V.E.

II.—List of Two HUNDRED and SIXTY-TWO VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st December, 1885—continued.

County.	District.	Parish.	Sch. No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Females.	Total.	
CORKAIGHT - con.								
Lodrin,	12	Inismagragh,	13010	Kilmore, . . . m.	100	-	100	V.T.
	-	Do.	13011	Do. f.	-	100	100	V.T.
	13	Clonslara,	12650	Breckagh, . . .	60	60	120	V.T.
	22	Killogher,	12734	Corderay, . . . m.	75	-	75	V.T.
	-	Do.	12735	Do. f.	-	75	75	V.T.
	-	Do.	12949	Cl. on Shannon, Co. v.	-	400	400	V.T.
	23	Clonsara,	12738	Drumgownagh, . . m.	75	-	75	V.T.
	-	Do.	12739	Do. f.	-	75	75	V.T.
	31	Killogher,	12872	Drumshambo, . . m.	100	-	100	V.T.
	-	Do.	12873	Do. f.	-	100	100	V.T.
Mayo,	30	Kilcomman,	12639	Rosspert,	40	35	75	V.T.
	-	Kilgarvan,	12606	Carranglough, . . m.	75	-	75	V.T.
	-	Do.	12807	Do. f.	-	75	75	V.T.
	-	Ballynahaglish,	12608	Shanahan,	60	60	120	V.T.
	-	Kilmore Erris,	12637	Shanahan,	40	35	75	V.T.
	-	Kilcomman,	12636	Geena,	60	60	120	V.T.
	21	Castlemore,	12672	Brama, m.	150	-	150	V.T.
	-	Do.	12673	Do. f.	-	150	150	V.T.
	-	Killeshman,	12651	Derrinacarta, . . m.	150	-	150	V.T.
	-	Do.	12652	Do. f.	-	150	150	V.T.
	-	Meelick,	12732	Lishagh, m.	100	-	100	V.T.
	-	Do.	12733	Do. f.	-	100	100	V.T.
	-	Kilbaagh,	12669	Toanree, m.	60	-	60	V.T.
	-	Do.	12610	Do. f.	-	60	60	V.T.
	-	Do.	12695	Coribeen, m.	75	-	75	V.T.
	-	Do.	12696	Do. f.	-	75	75	V.T.
	-	Do.	12696	Clontyran, . . . m.	150	-	150	V.T.
	-	Do.	12657	Do. f.	-	150	150	V.T.
	-	Do.	12638	Tawnyagh, . . . m.	100	-	100	V.T.
	-	Do.	12639	Do. f.	-	100	100	V.T.
	-	Do.	12695	Glann, m.	100	-	100	V.T.
	-	Do.	12696	Do. f.	-	100	100	V.T.
	26	Kiltinagh,	12520	Newtown Brown, m. }	Special plan for		400	V.T.
	-	Do.	12521	Do. f. }				
	-	Ballyrooy,	12689	Treenlar, f.	-	120	120	V.T.
	-	Rosilee,	12688	Rosilee, m.	100	-	100	V.T.
	-	Do.	12689	Do. f.	-	100	100	V.T.
	32	Ballinacalla,	12494	Lough Maak, . . .	60	60	120	V.T.
	-	Ballinrobe,	12615	Cragluff,	60	60	120	V.T.
	-	Do.	12616	Roxborough, . . .	60	60	120	V.T.
	-	Do.	12617	Clonliffon,	60	60	120	V.T.
	-	Crosboyne,	12674	Seefin,	40	35	75	V.T.
	-	Kilcoleman,	12683	Loughnamore, . . f.	-	60	60	V.T.
	-	Kilcomman,	12684	Lichin, f.	-	60	60	V.T.
Roscommon,	21	Tibehine,	13047	Lisrael, m.	150	-	150	V.T.
	-	Do.	13048	Do. f.	-	150	150	V.T.
	22	Tanna,	12618	Lapholl, m.	75	-	75	V.T.
	-	Do.	12620	Do. f.	-	75	75	V.T.
	-	Boyle, .	12773	Tawnytaskin, . . .	60	60	120	V.T.
	-	Kilroman,	12617	Greshamfarna, . .	60	60	120	V.T.
	-	Boyle,	12659	Carrigree, m.	100	-	100	V.T.
	-	Do.	12660	Do. f.	-	100	100	V.T.
	27	Kilmeane,	12964	Ballymurray, . . m.	75	-	75	V.T.
	-	Do.	12965	Do. f.	-	75	75	V.T.
	35	Toughmacanell,	12666	Tavanagh,	40	35	75	V.T.
Sligo,	21	Kilfree,	12426	Annaghmore, . . m.	150	-	150	V.T.
	-	Do.	12427	Do. f.	-	150	150	V.T.
	-	Kilcolman,	12634	Townabrock, . . . m.	150	-	150	V.T.
	-	Do.	12635	Do. f.	-	150	150	V.T.
	22	Kilnaght,	12767	Clonsara, m.	75	-	75	V.T.
	-	Do.	12768	Do. f.	-	75	75	V.T.

III.—LIST of ONE HUNDRED BUILDING CASES brought into operation during 1885.

County.	District.	Roll No.	School.	Parish.	How raised.
Astoria,	3	11612	Montgomery Memorial. f.	Dunkoe,	V.C.
"	7	12761	Process,	Grange of Dundermott,	V.C.
Cavan,	26	12713	Carrateher,	Serahby,	V.T.
Down,	10	12699	Drumhirk,	Newtownards,	V.C.
Londonderry,	7	12601	Maghern, m.	Maghern,	V.T.
Monaghan,	15	12432	Brugha,	Ennigal Trough,	V.C.
Tyrone,	14	12354	Legumaghery,	Dennacree,	V.C.
Clare,	42	12557	Kilnaboy,	Kilnaboy,	V.T.
"	-	12279	Crusheen, m.	Inchicranan,	V.T.
"	-	12390	Do, f.	Do,	V.T.
"	45	12398	Cortally,	Kilfearagh,	V.T.
"	42	12694	Annaghacole,	Kilnos,	V.T.
"	45	12533	Colmoe,	Killidane,	V.T.
Cork,	46	12503	Ballymacantrie,	Aghada,	V.T.
"	58	12350	Urban, m.	Killeshine,	V.C.
"	-	12360	Do, f.	Do,	V.C.
"	60	12770	Clogheen,	Currahappane,	V.T.
"	55	12447	Ballydandel,	Caherdugga,	V.C.
"	-	12700	Grange,	Beidstown,	V.T.
"	-	12542	Chimneyfield, m.	Arimagochy,	V.C.
"	-	12543	Do, f.	Do,	V.C.
"	55	12505	Killarry, m.	Inchigeela,	V.T.
"	-	12506	Do, f.	Do,	V.T.
"	61	12653	Garranacolg, m.	Ringroe,	V.T.
"	-	12654	Do, f.	Do,	V.T.
"	-	12296	Glencaskilly, m.	Kilguff,	V.T.
"	56	12445	Glenshalla, m.	Marshallstown,	V.T.
"	-	12446	Do, f.	Do,	V.T.
"	59	12607	Ballygorteen, m.	Kilmeen,	V.T.
"	-	12608	Do, f.	Do,	V.T.
"	61	12453	Beaushell, m.	Kilmurry,	V.T.
"	-	12453	Do, f.	Do,	V.T.
"	43	12651	Rostellan,	Aghada,	V.T.
"	56	12617	Clonor, m.	Mallow,	V.T.
"	-	12618	Do, f.	Do,	V.T.
"	59	12593	Ardagh, m.	Rose,	V.T.
"	55	12334	Rusheen, m.	Aghina,	V.T.
"	-	12335	Do, f.	Do,	V.T.
"	-	12510	Stamaghel,	Kilmichael,	V.T.
"	61	12637	Bowleigh,	Kilbrittain,	V.C.
"	-	12456	Timoleague, m.	Timoleague,	V.C.
"	-	12457	Do, f.	Do,	V.C.
"	59	12333	Union Hall, m.	Myross,	V.C.
"	-	12334	Do, f.	Do,	V.C.
Kerry,	54	12462	Cappa, m.	Killynna,	V.T.
"	-	12463	Do, f.	Do,	V.T.
Limerick,	39	12530	Glounleharde, m.	Kilmoylea,	V.C.
"	-	12531	Do, f.	Do,	V.C.
"	46	12613	Glencrohan, m.	Ballingarry,	V.T.
"	-	12614	Do, f.	Do,	V.T.
"	39	12442	Knocknagerna,	Kilmoylea,	V.C.
"	-	12648	Ballypughlan,	Kilfergus,	V.C.
"	-	12368	Knocknana,	Abbeyfeale,	V.T.
Tipperry,	43	12540	Clonmore, m.	Killavinego,	V.T.
"	-	12541	Do, f.	Do,	V.T.
"	-	12751	Traugh Convent,	Thurles,	V.T.
"	-	12636	Kilcummin, m.	Templebeg,	V.T.
"	-	12539	Do, f.	Do,	V.T.

III.—LIST of ONE HUNDRED BUILDING CASES brought into operation during 1885—continued.

County.	District.	Roll No.	School.	Parish.	How vested.
Kilkenny, . . .	49	12475	Shieverce, . . . m.	Rathpatrick, . . .	V.T.
"	—	12477	Do. f.	Do.	V.T.
Longford, . . .	38	12630	Ballymahon, . . .	Shrule,	V.T.
Louth,	25	11963	Dowdstown, . . .	Mappastown, . . .	V.T.
Wicklow,	40	12627	Kilmasnoe,	Castlemacadam, . .	V.T.
Galway,	42	12574	Larga, m.	Beagh,	V.C.
"	—	12575	Do. f.	Do.	V.C.
"	32	12474	Dunmore, m.	Dunmore,	V.T.
"	—	12475	Do. f.	Do.	V.T.
"	34	12634	Collinamock, . . .	Killemmole,	V.T.
"	26	12627	Glasnaul,	Ballinrobe,	V.T.
"	34	12662	Carrmore,	Claregalway,	V.T.
"	32	12606	Crumlin,	Abheyknockinstoy, .	V.T.
"	26	12485	Finney,	Ross,	V.T.
"	—	12647	Treen,	Ballyavey,	V.T.
"	—	12636	Killiclaine,	Ballinrobe,	V.T.
"	32	12721	Garra,	Kilbennin,	V.T.
Leitrim,	28	12486	Cleomorris,	Mohill,	V.T.
"	—	12575	Cleontark, m.	Do.	V.T.
"	—	12630	Do. f.	Do.	V.T.
"	31	12631	Crummy,	Kiltubaid,	V.T.
Mayo,	32	12350	The Neale, m.	Kilmeola,	V.T.
"	—	12351	Do. f.	Do.	V.T.
"	21	12570	Shammer, m.	Kilmovee,	V.T.
"	—	12571	Do. f.	Do.	V.T.
"	—	12543	Magherahoy, . . . m.	Do.	V.T.
"	—	12560	Do. f.	Do.	V.T.
"	—	12546	Clonadron,	Do.	V.T.
"	—	12547	Clonanna, m.	Do.	V.T.
"	—	12548	Do. f.	Do.	V.T.
"	20	12468	Inver,	Kilkeemumen,	V.T.
"	—	12373	Aughloom,	Kilmore Eavis, . . .	V.T.
"	26	12467	Carragh, m.	Kilkeemumen,	V.T.
"	—	12468	Do. f.	Do.	V.T.
"	—	12658	Knockloughra, . . .	Borriskeale,	V.T.
"	—	12545	Partry, f.	Ballyavey,	V.T.
"	32	12535	Carrowsteeleau, . .	Toghean,	V.T.
Monaghan, . . .	21	12483	Aughalusta, . . . m.	Castlemore,	V.T.
"	—	12484	Do. f.	Do.	V.T.
"	22	12611	Carton,	Kilrean,	V.T.
Sligo,	21	12537	Carn,	Kilfree,	V.T.
"	—	12720	Knockminagh, . . .	Ennaghfad,	V.T.

IV.—LIST of EIGHTY-SEVEN NON-VESTED SCHOOLS taken into connexion during 1885.

County.	District.	Roll No.	School.	Parish.	Manager.	Religious Denomination.
Astrim,	8	12638	Edenderry, . . . m.	Shankill,	George Andrews, esq.,	Pres.
"	—	12639	Mariners' Church, .	Do.,	Thomas H. Scott, esq.,	E.C.
"	—	12680	Dunagall-street, . . l.	Do.,	Rev. Ed. Crawford, C.A.,	R.C.
"	—	12656	Magheragall,	Magheragall,	Rev. Edward Meekler, .	E.C.
"	4	12671	Tully,	Ballyclug,	J. Murdoch, esq., . . .	Pres.
"	8	12681	Glenavy (2),	Camlin,	Rev. C. Watson,	E.C.
"	9	12682	Fountainville,	Shankill,	Rev. H. Woods,	Pres.

IV.—LIST OF EIGHTY-SEVEN NON-VESTED SCHOOLS taken into connexion during 1885—continued.

County.	District.	Roll No.	School.	Parish.	Manager.	Religious Denomination.
Antrim, . . .	8	13091	Four Score, . . .	Camlin, . . .	Rev. Chas. Watson, M.A.,	E.C.
" . . .	9	13093	Excise-street, Belfast,	Shankill, . . .	Rev. N. E. Smith,	"
" . . .	—	13032	Fountainville, . . . i.	Do., . . .	Rev. H. Woods,	Pres.
" . . .	8	13036	St. Patrick's, . . . m.	Do., . . .	Rev. Rbt. Chickard, B.C.A.	B.C.
" . . .	—	13037	Do., . . . f.	Do., . . .	Do., . . .	"
" . . .	11	13049	Brankinstown, . . .	Aghagallon, . . .	Rev. Andrew Macaulay, P.P.	"
Armagh, . . .	16	12879	Carrickawilkin, . . . m.	Keady, . . .	Rev. M. Macaulay, . . .	Pres.
" . . .	15	13002	Clovenodon, . . .	Leaghull, . . .	Rev. W. Smyth, . . .	"
" . . .	16	13033	Synges, . . .	N. T. Hamilton, . . .	Rev. Robert J. Ballard, . . .	E.C.
Cavan, . . .	24	12832	Granghough, . . .	Mullagh, . . .	Rev. James Orlinton, . . .	E.C.
" . . .	—	12832	Drumstrada, . . .	Kildrumaherdan, . . .	Rev. P. Smyth, P.P., . . .	B.C.
" . . .	31	12829	Galagh, . . .	Templeport, . . .	Rev. P. Treanor, P.P., . . .	"
" . . .	23	12892	Ballintemple, . . .	Ballintemple, . . .	Rev. Edward Poterford, . . .	E.C.
" . . .	—	12940	Coolheyegua, . . .	Urney, . . .	Most Rev. Dr. Conaty, . . .	B.C.
Down, . . .	5	12886	Prosses, . . .	Laver, . . .	Rev. J. J. Gallagher, . . .	B.C.
" . . .	1	12851	Drumledge, . . .	Lark, . . .	Rev. W. Drummond, C.A., . . .	"
" . . .	6	12895	Aghashiel, . . .	Stranorlar, . . .	W. H. Porter, esq., . . .	E.C.
" . . .	—	12890	Letterkhanbo, . . .	Kilteevogue, . . .	Rev. M. O'Friel, P.P., . . .	B.C.
Down, . . .	9	12837	Maze, (2), . . .	Blaris, . . .	Rev. J. Leslie, . . .	E.C.
" . . .	19	12881	Comruan, . . .	Newry, . . .	Rev. Francis King, D.D., . . .	"
" . . .	17	12891	Maralin Village, . . . m.	Maghera, . . .	Rev. T. W. Chrenodon, . . .	"
" . . .	—	12968	Do., . . . f.	Do., . . .	Do., . . .	"
" . . .	10	12926	Westbourne, . . .	Knockbroda, . . .	Rev. W. Wilkerson, . . .	Pres.
" . . .	—	12927	Do., . . . i.	Do., . . .	Do., . . .	"
" . . .	17	13015	Annadern, . . .	Lough Island, . . .	Capt. H. G. S. Alexander, . . .	E.C.
" . . .	10	13038	Frankfort-street, . . .	Knockbroda, . . .	R. J. McConnell, esq., . . .	Pres.
Fermanagh, . . .	13	12857	Libellaw, . . . i.	Glennish, . . .	Frank Brooke, esq., J.P., . . .	E.C.
Londonderry, . . .	7	12914	Dreman, . . .	Maghera, . . .	Rev. Jas. M. Goerty, C.C., . . .	B.C.
" . . .	2	12923	Killaloe, . . .	Lower Cumber, . . .	Rev. E. Newland, . . .	E.C.
" . . .	7	12931	Bellaghy (3), . . .	Ballyseuffin, . . .	Rev. John C. Irvine, . . .	Wes. Meth.
Monaghan, . . .	24	12963	Cetrachorra, . . .	Anghannullen, . . .	Rev. Fraa. McKenna, P.P., . . .	B.C.
Tyrone, . . .	14	12835	Cloughfin, Upper, . . .	Termonmagurk, . . .	Rev. J. Quinn, P.P., . . .	B.C.
" . . .	—	12835	Angher (2), . . .	Clogher, . . .	Rev. B. Blair, . . .	E.C.
" . . .	6	12838	Magherareggan, . . .	Ardstraw, . . .	James M'Farlane, esq., . . .	"
" . . .	—	12834	Tiverty, . . .	Do., . . .	Rev. G. Nelson, . . .	B.C.
" . . .	14	13046	Cecil, . . .	Clogher, . . .	F. P. Gerrain, esq., J.P., . . .	E.C.
Clare, . . .	45	12860	Dunsallagh, . . .	Kilfarhey, . . .	Rev. P. White, P.P., . . .	B.C.
" . . .	42	12930	Ballanraun, . . . f.	Inchicrouan, . . .	Rev. Timothy Hayes, P.P., . . .	"
" . . .	—	12932	Tulla Convent, . . .	Tulla, . . .	Mrs. Mary A. Beckett, . . .	"
" . . .	—	13005	Fortane, . . .	Do., . . .	Very Rev. J. Hayes, P.P., V.P.	"
Cork, . . .	61	12842	Templemartin, . . .	Templemartin, . . .	Rev. J. S. Ruby, . . .	E.C.
" . . .	58	12855	Myras, . . .	Myras, . . .	Very Rev. J. M. Reeves, . . .	"
" . . .	58	13023	Durrus, . . .	Durrus, . . .	Rev. J. Pratt, . . .	"
" . . .	52	13031	St. Joseph's Convent, . . . i.	Rathgoggin, . . .	V. Rev. Canon Rice, P.P., . . .	B.C.

IV.—LIST of EIGHTY-SEVEN NON-VESTED SCHOOLS taken into connexion during 1885—continued.

County.	District.	Sch. No.	School.	Parish.	Manager.	Religious Instruction.
Kerry.	57	13016	Kilreilig, Temporary.	Prior.	Rev. W. Arthur W. Murphy, F.R.	R.C.
Limerick.	51	12934	St. Michael's.	St. Michael's.	Ven. Archd. Hamilton.	E.C.
Tipperary.	53	12847	Fethard Monastery.	Fethard.	Rev. A. M. Hogan.	R.C.
"	36	12852	Nenagh.	Nenagh.	H. H. Poe, esq.	E.C.
"	-	12894	Ballymackey.	Ballymackey.	Rev. P. J. Costello.	"
Dublin.	37	12916	St. Joseph's.	St. Paul.	Very Rev. Canon Brook, F.R.	R.C.
"	30	12948	St. Mary's.	St. Mary's.	Rev. James H. Moran, D.D.	E.C.
"	-	12949	Do.	Do.	Do.	"
"	38	12945	Ralph Macklin, m.	St. Anne's.	R. H. Beauchamp, esq.	"
"	-	12986	Do.	Do.	Do.	"
Kildare.	44	12885	Calverstown.	Kilnellen.	Rev. D. H. O'Connor.	E.C.
"	37	12869	Curragh.	Kildare.	Rev. J. M. Sayers.	Meth.
"	44	12970	St. James's.	Castledermot.	Rev. C. Grady.	E.C.
"	41	13045	Main-st. (Rathangan).	Rathangan.	Rev. J. Boyce.	"
Kilkenny.	47	12935	Graigus.	Graigus.	Rev. P. M'Donnell, F.R.	R.C.
Louth.	25	12943	St. Patrick's evening (Dundalk).	Dundalk.	Rev. Patk. Clarke, Adm.	R.C.
Queen's.	41	12965	Cappard.	Rosenallis.	Rev. M. F. Maher, F.R.	R.C.
Westmorland.	33	12969	Fore.	St. Fedrin's.	Rev. John Curry, F.R.	R.C.
Wexford.	50	12923	Donamore.	Donaghmore.	Rev. J. W. Chambers, LL.D.	E.C.
"	-	13024	Ardamine.	Ardamine.	Rev. H. Reardon.	"
Galway.	26	12859	Derry.	Ross.	Rev. John Mellett, F.R.	R.C.
"	34	12871	Deonlonghan.	Ballindoon.	Rev. J. Lynskey, F.R.	"
"	32	12877	Corofa.	Gummer.	Vary Rev. G. Bourke, F.R.	"
"	34	12898	Collacrock.	Moyrus.	Rev. Thomas J. Flannery, F.R.	"
"	-	12901	Knock (Island).	Killena.	Rev. W. Conway, F.R.	"
"	32	13004	Gardenfield.	Tulla.	Rev. Michael O'Connell, Adm.	"
"	34	13022	Loughmacorm.	Moyrus.	Rev. P. J. Flannery, F.R.	"
"	-	13030	Illanacragh Island.	Kilcummin.	Rev. W. Newall, F.R.	"
"	-	13043	Imistravear Island.	Moyrus.	Rev. W. Conway, F.R.	"
"	-	13044	Lectercullen Island.	Killallin.	Do.	"
Leitrim.	12	12884	Mamohamilton (3).	Clonclare.	Rev. H. J. Roulston.	Meth.
"	31	13039	Bredagh.	Carrigallen.	Rev. James Godley.	E.C.
Mayo.	20	12961	Ballina Convent.	Kiltmore Moy.	Mrs. Mary P. Dillon.	R.C.
Sligo.	22	12915	Linkagh.	Toomeau.	Rev. P. Scully, F.R.	R.C.
"	12	12928	Ballyweelin.	Drumcliffe.	Rev. J. Moughan, F.R.	"
"	-	13021	Derrylihan.	Ashmish.	Rev. M. Brennan, F.R.	"

V.—GENERAL SUMMARY of OPERATION, BUILDING, and SUSPENDED SCHOOLS in connexion on 31st December, 1885.

County.	Operation Schools.	Building Schools.	Suspended Schools.	Total.	County.	Operation Schools.	Building Schools.	Suspended Schools.	Total.
Antrim, . . .	598	5	5	608	Kildare, . . .	108	2	3	108
Armagh, . . .	252	3	—	255	Kilkenny, . . .	181	2	5	188
Cavan, . . .	269	7	9	285	King's, . . .	111	4	2	117
Donegal, . . .	392	4	4	400	Longford, . . .	104	12	1	117
Down, . . .	451	1	2	454	Louth, . . .	101	—	3	104
Formanagh, . . .	180	2	2	184	Meath, . . .	183	6	7	196
Londonderry, . . .	282	5	3	290	Queen's, . . .	115	5	—	120
Monaghan, . . .	174	2	2	178	Westmeath, . . .	131	7	1	139
Tyrone, . . .	364	8	11	383	Wexford, . . .	159	8	5	171
Clare, . . .	233	5	5	243	Wicklow, . . .	111	—	1	112
Cork, . . .	728	10	10	751	Galway, . . .	370	30	12	412
Kerry, . . .	330	34	9	373	Lettitia, . . .	199	12	—	211
Limerick, . . .	248	16	—	264	Mayo, . . .	338	34	4	376
Tipperary, . . .	315	4	2	321	Roscommon, . . .	227	11	1	239
Waterford, . . .	190	4	3	197	Sligo, . . .	193	6	—	204
Carlow, . . .	72	2	—	74					
Dublin, . . .	273	2	5	280	Total, . . .	7,936	262	117	8,315

VI.—LIST of ONE HUNDRED and THIRTY-FIVE SCHOOLS, to which Building Grants were sanctioned during 1885.

County.	District.	Sch. No.	School.	Parish.	How visited.
Antrim, . . .	3	12844	Knockahalett, . . .	Loughgulle, . . .	V.C.
" . . .	8A	12887	Kilbride, . . .	Kilbride, . . .	V.C.
" . . .	9	12890	Michael-street, . . .	Shackill, . . .	V.C.
" . . .	—	12851	Do. . . . i.	Do. . . .	V.C.
Armagh, . . .	25	12973	Cregganbuff, . . .	Creggan, . . .	V.T.
Cavan, . . .	23	12916	Wateraghy, . . . m.	Ballintemple, . . .	V.T.
" . . .	—	12919	Do. . . . f.	Do. . . .	V.T.
" . . .	—	12932	Russon, . . .	Cromerlough, . . .	V.T.
" . . .	—	12941	Caldfield, . . .	Larab, . . .	V.T.
" . . .	—	12917	Ardfill, . . .	Denn, . . .	V.T.
" . . .	—	12935	Drumkeri, . . .	Drumlane, . . .	V.T.
Down, . . .	19	13000	Katesbridge, . . .	Drumhallyrone, . . .	V.C.
Londonderry, . . .	7	12980	Glenvale, . . .	Ballyscullion, . . .	V.C.
" . . .	9	13006	Termoncannon, . . . m.	Drumachoe, . . .	V.T.
" . . .	—	13007	Do. . . . f.	Do. . . .	V.T.
Monaghan, . . .	18	12861	Drummeck, . . . m.	Clontibert, . . .	V.T.
" . . .	—	12878	Do. . . . f.	Do. . . .	V.T.
Tyrone, . . .	15	12845	Union Place, . . . m.	Drumglas, . . .	V.C.
" . . .	—	12845	Do. . . . f.	Do. . . .	V.C.
" . . .	14	12824	Anghetaine, . . .	Clogher, . . .	V.T.
" . . .	7A	13008	Denamore, . . . m.	Kildress, . . .	V.T.
" . . .	—	13009	Do. . . . f.	Do. . . .	V.T.
Clare, . . .	45	12848	Doonaha, . . .	Moyarta, . . .	V.C.
" . . .	42	12866	Corkscrew Hill, . . .	Rathbarney, . . .	V.T.
" . . .	—	12807	Coroim, . . . m.	Rath, . . .	V.T.
" . . .	—	12803	Do. . . . f.	Do. . . .	V.T.
Cork, . . .	59	12849	Baltimore, . . . m.	Tullagh, . . .	V.T.
" . . .	—	12850	Do. . . . f.	Do. . . .	V.T.

VI.—LIST of ONE HUNDRED and THIRTY-FIVE SCHOOLS, to which Building Grants were sanctioned during 1885—*continued.*

County.	Dis- trict.	Sch. No.	School.	Parish.	How voted.
Cork,	60	12855	Carrigaline, . . . m.	Kilmoney, . . .	V.T.
"	"	12856	Do. f.	Do.	V.T.
"	61	12857	Newcastown, . . m.	Murragh, . . .	V.T.
"	"	12858	Do. f.	Do.	V.T.
"	"	12921	Raharoon,	Ballinadee, . . .	V.C.
"	55	12967	Inchigeela, . . . f.	Inchigeela, . . .	V.T.
"	58	12976	Derrinscortin, . .	Kilcaskan, . . .	V.C.
"	"	12977	Lehanamore, . . . m.	Kilnamanagh, .	V.C.
"	"	12978	Do. f.	Do.	V.C.
"	48	12990	Kilcrada, m.	Kilcrada, . . .	V.T.
"	"	12991	Do. f.	Do.	V.T.
"	32	12989	Knockanebane, . .	Clonfert, . . .	V.T.
Kerry,	57	12832	Killorglin, . . . m.	Killorglin, . . .	V.C.
"	"	12833	Do. f.	Do.	V.C.
"	39	12864	Boulshere,	Ballyheigue, . .	V.T.
"	"	12865	Do. f.	Do.	V.T.
"	57	12875	Deaglas, m.	Killorglin, . . .	V.C.
"	"	12876	Do. f.	Do.	V.C.
"	39	12879	Ballyeenry, . . . m.	Ballyeenry, . . .	V.T.
"	"	12880	Do. t.	Do.	V.T.
"	"	13018	Brens, m.	Brens,	V.T.
"	"	13019	Do. f.	Do.	V.T.
"	"	13041	Knockbrook, . . m.	Do.	V.T.
"	"	13042	Do. f.	Do.	V.T.
"	"	13051	Killarney Convent, .	Killarney, . . .	V.T.
Limerick,	32	12967	Faughanagh, . . m.	Mahonagh, . . .	V.T.
"	"	12968	Do. f.	Do.	V.T.
"	"	12912	Drumcollogher, . m.	Drumcollogher, .	V.T.
"	"	12913	Do. f.	Do.	V.T.
"	"	12975	St. Joseph's, . . i.	Newcastle, West,	V.T.
"	45	13023	Killassane, . . . m.	Killassane, . . .	V.T.
"	"	13026	Do. f.	Do.	V.T.
"	"	13027	Do. i.	Do.	V.T.
"	51	13050	St. Mary's Convent, i.	St. Mary's, . . .	V.T.
Tipperary,	43	12868	Cloninch,	Templederry, . .	V.T.
"	53	13014	Fethard Monastery, .	Fethard, . . .	V.T.
Waterford,	49	12840	Ballyglau,	Kill, St. Nicholas,	V.T.
"	48	12911	Lismore Convent (2), .	Lismore, . . .	V.T.
"	49	13020	Stradbally Convent, .	Stradbally, . . .	V.T.
Dublin,	38	12952	St. Kevin's, . . . f.	St. Peter's, . . .	V.T.
"	"	12953	Do. i.	Do.	V.T.
Kildare,	"	12907	Brannextown, . . .	Gilltown, . . .	V.T.
"	37	12998	Timahoe,	Timahoe, . . .	V.C.
Kilkenny,	49	13028	Castlegarmon, . . .	Derrynabine, . .	V.T.
"	53	13053	Kilmarcoliver, . . m.	Tullabough, . . .	V.T.
"	"	13034	Do. f.	Do.	V.T.
King's,	36	12868	Bunn,	Gallen,	V.T.
"	"	12933	Garbally,	Reynagh, . . .	V.T.
"	"	12974	Leamore,	Wheery,	V.T.
Longford,	28	12920	Gurteen,	Shrule,	V.T.
"	"	12942	St. Joseph's Convent, .	Templemichael, .	V.T.
Meath,	24	12897	Uttysall,	Meynalty, . . .	V.T.
Queen's,	41	12934	Straboe,	Straboe,	V.T.
"	"	12979	Ballyroan,	Ballyroan, . . .	V.T.
Westmeath,	33	12862	Gleadow,	St. Mary's, . . .	V.T.

VI.—LIST of ONE HUNDRED and THIRTY-FIVE SCHOOLS, to which Building Grants were sanctioned during 1885—*continued*.

County.	Dis- trict.	Roll No.	School.	Parish.	How vested.
Westmeath,	35	12904	St. Mary's, . . m.	St. Mary's, . .	V.T.
"	41	12905	Rahugh, . . m.	Rahugh, . .	V.T.
"	—	12906	Do. . . f.	Do. . .	V.T.
"	33	12943	Ballymore, . . m.	Ballymore, . .	V.T.
"	—	12944	Do. . . f.	Do. . .	V.T.
Wexford,	49	12939	Horswood, . . m.	Kilmoken, . .	V.T.
"	—	12951	Do. . . f.	Do. . .	V.T.
"	50	12941	Ballyrobnock, . .	Kilrush, . .	V.T.
"	—	12968	Ferth, . .	Kilmastin, . .	V.T.
"	—	12923	Wexford, . . m.	St. Peter's, . .	V.G.
"	—	12966	Do. Convent (2),	St. John's, . .	V.T.
Galway,	34	12854	Inchmacateer, . .	Killardin, . .	V.T.
"	32	12802	Caherlistrane, . m.	Donaghpetrick, .	V.T.
"	—	12903	Do. . . f.	Do. . .	V.T.
"	35	12919	Woodlawn, . .	Killman, . .	V.T.
"	34	12945	Carrankeel, . .	Kilcummin, . .	V.T.
"	—	12946	Darros, . . m.	Do. . .	V.T.
"	—	12947	Do. . . f.	Do. . .	V.T.
"	—	12954	Lackagh, . . m.	Lackagh, . .	V.T.
"	—	12953	Do. . . f.	Do. . .	V.T.
"	32	12908	Milltown, . . f.	Addergale, . .	V.T.
"	—	12939	Dalgin, . . f.	Do. . .	V.T.
"	—	13012	Gortaleam, . . m.	Dunmore, . .	V.T.
"	—	13013	Do. . . f.	Do. . .	V.T.
Letcham,	31	12672	Drumshambo, . m.	Kilteghert, . .	V.T.
"	—	12673	Do. . . f.	Do. . .	V.T.
"	22	12940	Carrion-Shannon Convt.	Do. . .	V.T.
"	12	12972	Tullycavan, . .	Innisnagath, . .	V.T.
"	—	13010	Kilmere, . . m.	Do. . .	V.T.
"	—	13011	Do. . . f.	Do. . .	V.T.
Mayo,	32	12874	Seefinn, . .	Crossboyne, . .	V.T.
"	20	12887	Shanahoe, . .	Kilmore Eerie, .	V.T.
"	21	12895	Certhoon, . . m.	Kilbegg, . .	V.T.
"	—	12896	Do. . . f.	Do. . .	V.T.
"	26	12898	Roslee, . . m.	Roslee, . .	V.G.
"	—	12899	Do. . . f.	Do. . .	V.G.
"	21	12936	Glennlyon, . . m.	Kilbegg, . .	V.T.
"	—	12937	Do. . . f.	Do. . .	V.T.
"	—	12938	Twyninagh, . m.	Do. . .	V.T.
"	—	12939	Do. . . f.	Do. . .	V.T.
"	20	12956	Geesala, . .	Kilcommon, . .	V.T.
"	32	12908	Loughnamore, .	Kilcommon, . .	V.T.
"	—	12994	Lehinch, . . f.	Kilcommon, . .	V.G.
"	21	12995	Glann, . . m.	Kilbegg, . .	V.T.
"	—	12996	Do. . . f.	Do. . .	V.T.
Roscommon,	23	12917	Greaghafarna, . .	Kilroman, . .	V.T.
"	—	12966	Carrigeemore, . m.	Boyle, . .	V.T.
"	—	12960	Do. . . f.	Do. . .	V.T.
"	27	12964	Ballymurray, . m.	Kilmeane, . .	V.T.
"	—	12965	Do. . . f.	Do. . .	V.T.
"	21	13047	Lisnool, . . m.	Tibshine, . .	V.T.
"	—	13048	Do. . . f.	Do. . .	V.T.

VII.—SEVENTEEN STRUCK-OFF SCHOOLS restored to Roll during year ended 31st December, 1885.

County.	Dist.	Roll No.	School.	Parish.
Antrim, . . .	8	3739	Ballyrebbin, . . .	Killalea.
Armagh, . . .	15	1856	Breagh, . . .	Drumcree.
Donegal, . . .	1	9933	Glendady, . . .	Tullyfern.
" . . .	—	8036	Enrity, . . .	Ramoghy.
" . . .	2	1472	Birdstown, . . .	Upper Fahan.
" . . .	6	2606	Glennamartin (1), . . .	Raphoe.
Londonderry, . . .	2	8255	Oghill, . . .	Lower Camber.
Monaghan, . . .	18	10175	Drumgole, . . .	Ematris.
Tyrone, . . .	6	5254	Castledamph, . . .	Upper Badoney.
" . . .	14	2736	Culkill, . . .	Cappagh.
" . . .	—	330	Carrigara, Lower, . . .	Do.
Dublin, . . .	37	5962	St. Michael's, . . .	St. Michael's.
Kilkenny, . . .	43	2137	Creechhill, . . .	Balleen.
King's, . . .	36	5788	Oriskany, . . .	Birr.
Meath, . . .	24	3691	Tiercock, . . .	Kilmainham Wood.
Wexford, . . .	49	858	Harewood, . . .	Kilmucka.
Llerrin, . . .	12	9193	Gluckawn, . . .	Innismagray.

* Struck off and restored during 1885.

VIII.—SIX SCHOOLS removed from Suspended List during year ended 31st December, 1885.

County.	Dist.	Roll No.	School.	Parish.
Antrim, . . .	8	2917	Defrick, . . .	Billy.
Do., . . .	8	1234	Edenderry, . . .	Shankhill.
Donegal, . . .	2	7189	Tullynavin, . . .	Marville, Upper.
Londonderry, . . .	7	7770	Ballynagan, . . .	Desertoghill.
Tyrone, . . .	6	1683	Donagheedy, . . .	Donagheedy.
King's, . . .	41	7191	Gortnamoon, . . .	Killoaghey.

IX.—EIGHT SCHOOLS placed on Suspended List during year ended 31st December, 1885.

County.	Dist.	Roll No.	School.	Parish.
Cavan, . . .	23	144	Corrory, . . .	Killeshandra.
Do., . . .	—	157	Coalboyogus, . . .	Urney.
Tyrone, . . .	14	830	Carrigara, Lower, . . .	Cappagh.
Cork, . . .	59	2112	Conscroon, . . .	Myross.
Do., . . .	—	2113	Do., . . .	Do.
Kilkenny, . . .	47	10639	St. John's, Preparatory, . . .	St. John's.
Wexford, . . .	49	11594	Leftus Hall, . . .	Hook.
Do., . . .	—	11595	Do., . . .	Do.

X.—LIST OF NINETY-TWO NON-VESTED SCHOOLS struck off ROLL during 1885.

County.	District.	Roll No.	School.	Parish.	Reason for striking School off Roll.
Antrim,	7	4233	Gortind,	Aghoghill,	Average insufficient.
"	4	11402	Lr. Tewaybrake,	Concor,	Do.
"	7	7886	Frocon,	Grange of Dundermott.	Superseded by 12761.
Armagh,	16	5703	Acton,	Ballymore,	Inoperative.
"	-	10798	Gladrummond,	Creggan Upper,	Do.
"	19	10863	Carrigloghy,	Belack,	Do.
"	25	5068	Mullaghduff,	N. T. Hamilton,	Average insufficient.
"	16	8346	Tandrage,	Ballymore,	Inoperative.
Cavan,	20	8025	Corrater,	Scrubby,	Superseded by 12713.
Donegal,	6	3696	Glennasquin (1),	Raphoe,	Average insufficient.
"	-	11121	Cappry,	Scraneclar,	Do.
Down,	10	9637	Ballymacarrett,	Knockreeda,	Inoperative.
"	-	6912	Dromhick,	N. T. Ards,	Superseded by 12699.
Londonderry,	7	1371	Maghern,	Maghern,	" 12501
"	2	5042	Lismacarroll,	Clendermott,	Average insufficient.
"	7	7770	Ballynaga,	Desertoghill,	Inoperative.
Monaghan,	18	11550	Stensbridge,	Clones,	Average insufficient.
"	24	6241	Cerracharna,	Anghamullan,	Do.
"	-	6242	"	Do.	Do.
Tyrene,	14	7322	Fallaghearn,	Termonmagurk,	Superseded by 12635.
"	74	10745	Donaghendry,	Donaghendry,	Average insufficient.
"	14	1379	Legumaghery,	Donnaveay,	Superseded by 12564.
Claro,	42	7465	Kilnaboy,	Kilnaboy,	" 12557.
"	45	11850	Horse Island,	Kildysart,	Permanently closed.
"	42	4049	Crusheen,	Inchicromon,	Superseded by 12279.
"	-	5585	"	"	" 12280.
"	45	8905	Cooshon,	Kilferagh,	" 12296.
"	42	4618	Annaghmale,	Kilnoe,	" 12694.
"	45	7466	Coolmeen,	Killoddane,	" 12633.
Cock,	48	11065	Ballymacantrick,	Aghada,	" 12503.
"	58	7155	Urban,	Kilcatherine,	" 12259 and 12260.
"	56	7801	Chimneyfield,	Ardrageehy,	" 12542-3.
"	55	484	Kilberry,	Inchigoole,	" 12505-6.
"	61	7532	Ballydoone,	Ringona,	" 12053.
"	-	10506	"	"	" 12054.
"	-	480	Cloankilly,	Kilgiff,	" 12386.
"	56	5439	Glenshulla,	Marshstown,	" 12445.
"	-	9500	"	"	" 12446.
"	48	2335	Farside,	Aghada,	" 12661.
"	56	5296	Glencor & Carrig,	Carriglenroy,	" 12617.
"	-	6885	"	"	" 12618.
"	59	513	Ardagh,	Ross,	" 12698.
"	55	11650	Macroom,	Macroom,	Manager's request.
"	-	5376	Gneeves,	Kilmichael,	Superseded by 12510.
"	58	11234	Berthaven Mines,	Kilnemannagh,	Inoperative.
"	59	11074	Moynacreeby,	Ronagh,	Do.
"	-	5374	Lettergormaa,	Drinagh,	Do.
"	61	8905	Baurleigh,	Kilbristain,	Superseded by 12697.
"	-	2534	Timoleague,	Timoleague,	" 12456.
"	-	6682	"	"	" 12457.
"	59	6890	Ballygurteen,	Kilmeen,	" 12607-3.
Kerry,	57	11515	Derryvanhy,	Killarney,	Closed.
Limerick,	59	6760	Clonmolehara,	Kilmoylan,	Superseded by 12530.
"	-	6761	"	"	" 12531.
"	46	7027	Glencrohana,	Ballingarry,	" 12613.
"	-	7028	"	"	" 12614.
"	30	12061	Knocknagerna,	Kilmoylan,	" 12442.
Tipperary,	45	575	Gortnahoe,	Boulack,	Amalgamated with 3360.
"	-	1181	Kilcummin,	Templebeg,	Superseded by 12553.
"	-	5491	"	"	" 12539.
Carlow,	44	11532	Ballynacarrig,	Staplestown,	Inoperative.
Dublin,	30	706	Finlag,	Finlag,	Amalgamated with 3106.
"	37	11674	West Temple-st.	St. Paul's,	Superseded by 12916.
"	-	5992	St. Michan's,	St. Michan's,	Average insufficient.
"	-	7918	St. Paul's,	St. Paul's,	Inoperative.
"	-	9933	Manor-st. court.	"	Amalgamated with 9932.
Kildare,	44	11866	Pontstown,	Pontstown,	Ceased to be National.
Kilkenny,	47	1603	Callan,	Callan,	Inoperative.

X.—LIST of NINETY-TWO Non-vested Schools struck off the Roll during 1885—*continued*.

County.	District.	Roll No.	School.	Parish.	Reason for striking School off Roll.	
Kilkenny.	49	2342	Shivree, . m.	Rathpatrick, .	Superseded by 12476.	
"	"	2543	" . f	" .	" 12477.	
Longford.	28	1765	Ballymahon, m.	Shrule, .	" 12690.	
"	"	9027	Angina, .	Ahanagh, .	" 12496.	
Louth.	19	10384	Carlingford (2), .	Carlingford, .	Average insufficient.	
Wicklow.	40	12430	Monkstown, .	Derryglorsary, .	School-house burnt down.	
"	"	11486	Kilmacoco, .	Owoca, .	Superseded by 12827.	
Galway.	34	9457	Castlegar, . m.	Oreanmore, .	Inoperative.	
"	32	7342	Dunmore, . m.	Dunmore, .	Superseded by 12474.	
"	"	8899	" . f.	" .	" 12475.	
"	34	6924	Collinsmuck, .	Kilcummin, .	" 12654.	
Lisrim,	28	8944	Cleontark, .	Mohill, .	" 12675 and 12690.	
"	31	3071	Crummy, .	Kiltubrid, .	" 12691.	
Mayo.	32	11513	The Neale, m.	Kilmolana, .	" 12350.	
"	"	11016	" . f.	" .	" 12351.	
"	30	11241	Inver, .	Kilcomman, .	" 12360.	
"	"	8410	Carra, .	Kilgarvan, .	House property of former Teacher. No qualified Teacher since appointed.	
"	"	8736	Angbleam, .	Kilmore Eris, .	Superseded by 12373.	
"	26	10071	Partry, .	Ballyovey, .	" 12345.	
"	"	6198	Newport P.L.U.	Borrischole, .	Union dissolved.	
Rescommen,	21	8571	Liscail, . f.	Tibohine, .	House unsuitable.	
"	"	23	7064	Carton, .	Kilreana, .	Superseded by 12811.
"	32	12357	Greenlahan, .	Kiltulla, .	Manager's request.	
Sligo.	21	4159	Cara, .	Kiltree, .	Superseded by 12337.	

XI.—LIST of TWENTY-SEVEN BUILDING GRANTS cancelled during 1885.

County.	District.	Roll No.	School.	Parish.	
Armagh,		16	11641	Cooran,	Lisnadill.
Cork,		55	11251	Corlan,	Ballycourney.
"		"	11282	"	" f.
"		"	12045	Gurraue,	" m.
"		"	12046	"	" f.
Kerry,		57	11306	Derrycunihy,	" f.
"		"	11429	Killarney,	Killarney.
"		"	11842	Knockcoons,	" m. (2),
"		"	12246	"	" m.
"		54	12504	Lougher,	Caher.
Tipperary,		46	11780	Lisvannue,	" f.
"		"	11781	"	Ballinrother.
King's,		36	12729	Shannon Harbour,	Clonbeg.
Longford,		26	12942	St. Joseph's Convent,	" f.
Monagh,		30	11869	Dunboyne,	Gallen.
"		"	11870	"	Templemichael.
"		"	11871	"	Dunboyne.
Galway,		34	12222	Inisacken Island,	" f.
"		42	11304	Kilbenny,	" inf.
"		"	12064	Ballyglass,	Moyrus.
"		32	12750	Cumner,	Kilbenny.
Lisrim,		28	11830	Edereleon,	Ardrinham.
"		"	11831	"	Cumner.
"		"	11867	Cleontark,	Mohill.
"		"	11868	"	" f.
"		31	12737	Drumshambo,	" m.
"		28	12497	Clonmarris,	Kilbaghort.
					Mohill.

APPENDIX H.

I.—LIST of ONE HUNDRED and FIFTY-EIGHT WORKHOUSE SCHOOLS in connexion on 31st December, 1885, with the Total Number of Pupils on Rolls, the Average Daily Attendance of Pupils, and the number of the Teaching Staff, as returned for the Year ended 31st December, 1885.

District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.	District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.	
		ANTRIM.					CLARE.			
3	2652	Ballycastle, . .	30	18	42	3408	Seariff,	26	19	
-	2690	Ballymonee, . .	39	19	-	3584	Kinnistymon, . .	55	31	
4	2843	Ballymena, . . .	98	59	-	6199	Tulla,	42	26	
-	6314	Antrim,	62	42	-	6859	Ballyvaughan, . .	42	24	
8	8791	Lisburn,	59	28	-	6596	Corofin,	27	28	
8A	2658	Larne,	56	34	45	3228	Ennis,	113	72	
9	3048	Belfast,	714	253	-	3429	Kilrush,	70	42	
						6224	Killadyport, . .	37	21	
		ARMAGH.								
11	11360	Lurgan,	68	25						
6	10412	Armagh,	77	41			COBK.			
9	10280	Newry,	86	43	48	3165	Midleton,	80	50	
						-	6131	Youghal,	71	33
		CAVAN.				55	2923	Kanturk,	119	59
23	5430	Cavan,	121	65	-	4896	Macroom,	86	46	
24	5447	Balleborough, . .	51	23	-	6012	Millstreet,	72	42	
-	3644	Costello,	29	13	56	3242	Fermoy,	58	32	
31	6910	Bawnboy,	24	8	-	3651	Mallow,	87	45	
						6216	Mitchelstown, . .	77	44	
		DONEGAL.				58	4411	Bantry,	23	15
1	4982	Millford,	30	12	-	5993	Castletown,	40	25	
-	4976	Letterkenny, . . .	16	13	-	6140	Skull,	26	13	
-	7714	Glenties,	28	11	59	3417	Skibbereen,	66	49	
2	3063	Inishbreen,	32	12	-	3565	Dummanaway, . .	51	33	
5	4313	Donagall,	27	21	60	3345	Cork,	630	296	
-	4383	Ballyshannon, . .	35	18	61	4925	Kinsale,	45	22	
						-	6123	Bandon,	53	17
		DOWN.				-	6949	Clonsilla,	67	41
10	3330	Newtownards, . .	99	51						
1	3068	Banbridge,	38	27						
17	10670	Downpatrick, . .	44	24						
19	11620	Kilkeel,	41	19	39	4314	Lisowel,	37	43	
						54	3950	Trillick,	165	96
		FERMANAGH.				-	5824	Dingle,	44	25
18	10795	Enniskillen, . . .	72	44	57	4340	Kilbarney,	130	67	
-	11366	Lisnaskea,	36	17	-	4996	Cobbergreen, . . .	37	17	
-	11404	Ivinstown,	18	14	58	4670	Kearney,	35	13	
		LONDONDERRY.								
2	3081	Londonderry, . . .	90	51						
-	3587	Lisnavea,	29	17	39	6021	Glin,	26	23	
3	3361	Coleraine,	51	30	51	5058	Limerick,	432	241	
7A	10525	Magherafelt, . . .	56	29	52	2040	Newcastle,	112	53	
						-	2066	Kilmallock,	146	96
		MONAGHAN.				-	3415	Rathkeale,	61	37
18	2336	Monaghan,	43	25	-	6013	Croom,	38	21	
-	7612	Clones,	21	15						
-	7824	Castleblayney, . .	38	24						
24	3668	Carrickmacross, . .	32	19						
		TYRONE.								
6	3039	Castlederg,	15	8	36	3414	Rosrea,	44	25	
-	6316	Strabane,	83	37	-	3519	Newagh,	81	52	
7A	5074	Castleward,	45	20	43	3647	Berrinokane, . . .	17	12	
14	6816	Omagh,	52	30	46	3142	Thurles,	86	47	
-	11354	Clogher,	33	19	53	3563	Tippinry,	148	82	
15	3523	Dungannon,	41	25	-	3445	Cashel,	127	100	
						-	3445	Clogheen,	40	25
						-	3546	Carrick-on-Suir, . .	85	43
41	Total for Ulster,		2,654	1,292	-	12963	Glennel,	121	58	

L.—LIST of ONE HUNDRED and FIFTY-EIGHT WORKHOUSE SCHOOLS in connexion on 31st December, 1885, with the Total Number of Pupils on Rolls, the Average Daily Attendance of Pupils, and the number of the Teaching Staff, as returned for the Year ended 31st December, 1885—continued.

District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.	District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.
		WATERFORD.					WEXFORD.		
48	3418	Lismore, . . .	43	18		3520	New Ross, . . .	104	63
-	12390	Dungarvan, . . .	70	37	49	3500	Wexford, . . .	125	58
49	3526	Waterford, . . .	259	110	50	5674	Enniscorthy, . . .	65	42
-	6745	Kilmothomas, . . .	50	30	-	10954	Gorey, . . .	55	35
	50	Total for Munster, . . .	4,546	2,503					
		CARLOW.					WICKLOW.		
44	11154	Carlow, . . .	84	37	40	3383	Rathlun, . . .	71	50
					-	3879	Stilleagh, . . .	56	37
		DUBLIN.			44	11180	Baltinglass, . . .	30	20
39	3144	Balrothery, . . .	20	10					
-	7187	Dublin, North, . . .	756	328	39	Total for Leinster, . . .	3,192	1,714	
40	3265	Rathdown, . . .	189	125					
		KILDARE.					GALWAY.		
37	8334	Celbridge, . . .	45	18	27	6733	Glennasmaddy, . . .	33	25
38	3155	Nass, . . .	57	33	32	5443	Tuam, . . .	44	24
44	3862	Athy, . . .	79	40	-	6568	Mountbellew, . . .	23	16
		KILKENNY.			34	3365	Galway, . . .	109	65
43	6625	Urlingford, . . .	55	33	-	5323	Clifden, . . .	34	20
44	6947	Castlecomer, . . .	36	23	35	5992	Oughterard, . . .	13	9
47	3378	Callan, . . .	88	58	-	3366	Loughrea, . . .	43	23
-	3307	Kilkenny, . . .	106	61	-	6734	Portanna, . . .	26	19
-	6270	Thomastown, . . .	56	32	42	7019	Ballinasloe, . . .	72	47
		KING'S.				3379	Geet, . . .	39	29
36	7993	Parsonstown, . . .	55	31			LEITRIM.		
37	3364	Edenderry, . . .	58	24	12	3689	Manorhamilton, . . .	36	20
41	3446	Tullamore, . . .	96	62	22	3533	Car.-on-Shannon, . . .	74	38
		LONGFORD.			28	3419	Nohill, . . .	71	46
28	3368	Longford, . . .	78	49					
-	3366	Granard, . . .	64	39			MAYO.		
-	6811	Ballymahon, . . .	34	21	20	3859	Bellina, . . .	46	33
		LOUTH.			-	8474	Belmullet, . . .	17	12
25	3377	Dundalk, . . .	60	28	31	9231	Killalea, . . .	16	10
-	3382	Ardee, . . .	53	20	26	4595	Swineford, . . .	75	37
		MEATH.			-	4253	Castlchar, . . .	43	23
25	3340	Drogheda, . . .	67	29	32	4727	Westport, . . .	19	13
29	3143	Dunshaughlin, . . .	25	8	-	5117	Ballinrobe, . . .	54	37
-	3350	Trim, . . .	60	33	-	6143	Claremorris, . . .	43	24
-	3409	Navan, . . .	51	23			ROSCOMMON.		
-	3410	Kells, . . .	53	27	22	3289	Boyle, . . .	82	53
-	3544	Oldcastle, . . .	55	20	27	3478	Roscommon, . . .	69	53
		QUEEN'S.			-	4935	Castlerna, . . .	73	50
41	4315	Monistmellick, . . .	60	33	-	6128	Sirrahstown, . . .	61	43
-	5006	Donaghmore, . . .	29	17			SALGO.		
-	10810	Abbeyleix, . . .	50	42	12	3339	Sligo, . . .	56	32
		WESTMEATH.			20	6500	Dromore West, . . .	27	16
33	3650	Mullingar, . . .	77	45	21	8219	Tobermurry, . . .	61	31
-	6866	Delvin, . . .	30	17					
55	3274	Athlone, . . .	59	31	23	Total for Connaught, . . .	1,358	868	

SUMMARY of WORKHOUSE SCHOOLS in CONNEXION.

No. of Schools.	County.	Total No. of Pupils on Rolls.	Average Attend- ance.	No. of Schools.	County.	Total No. of Pupils on Rolls.	Average Attend- ance.
7	Antrim, . . .	1,058	444	3	King's, . . .	209	117
3	Armagh, . . .	231	109	3	Longford, . . .	176	109
4	Cavan, . . .	225	109	2	Louth, . . .	113	48
6	Donegal, . . .	163	87	6	Meath, . . .	369	140
4	Down, . . .	222	131	3	Queen's, . . .	139	82
3	Fermanagh, . . .	126	75	3	Westmeath, . . .	166	83
4	Londonderry, . . .	226	127	4	Wexford, . . .	349	197
4	Monaghan, . . .	184	83	3	Wicklow, . . .	157	107
6	Tyrone, . . .	269	137				
41	Total for Ulster, . . .	2,654	1,292	39	Total for Leinster, . . .	3,192	1,714
8	Clare, . . .	412	256	10	Galway, . . .	436	284
7	Cork, . . .	1,631	857	8	Lorimer, . . .	181	112
6	Kerry, . . .	508	281	8	Mayo, . . .	312	189
6	Limerick, . . .	815	470	4	Roscommon, . . .	285	204
9	Tipperary, . . .	739	444	3	Sligo, . . .	144	79
4	Waterford, . . .	421	195				
50	Total for Munster, . . .	4,546	2,503	28	Total for Connaught, . . .	1,358	866
1	Carlow, . . .	84	57	41	Schools in Ulster, . . .	2,654	1,292
3	Dublin, . . .	965	474	50	" in Munster, . . .	4,546	2,503
3	Kildare, . . .	181	91	39	" in Leinster, . . .	3,192	1,714
5	Kilkenny, . . .	344	208	28	" in Connaught, . . .	1,358	866
				158	Gross Total, . . .	11,700	6,377

The number of **TEACHERS** employed in these **SCHOOLS** on 31st December, 1885, according to the Returns received from the different Clerks of Unions is set forth in the following Table :—

	Principal.		Assistants.		Total.		Total.
	Males.	Females.	Males.	Females.	Males.	Females.	
Unclassed . . .	10	20	2	8	12	28	40
2 ^d , . . .	6	11	2	5	8	16	24
3 ^d , . . .	64	81	8	17	72	98	170
2 ^d , . . .	5	7	.	.	5	7	12
2 ^d , . . .	8	24	3	2	11	26	37
1 st , . . .	2	4	.	.	2	4	6
1 st, . . .	.	.	.	.	.	.	.
Total, . . .	95	147	15	32	110	179	289
	242*		47				
Gross Total, . . .					289		.

* In addition to the above, eleven departments were conducted by nuns, viz., Youghal, Skibbereen, Limerick, Clonmel, Thurles, Celbridge, Callan, Tallamore, Grand, New Ross, and Enniscorthy.

II.—LIST of THREE LUNATIC ASYLUM SCHOOLS in connexion on 31st December, 1885.

County.	District.	Roll No.	School.	Parish.
Dublin, . . .	30	8,865	Richmond, . . . m.	Grangegorman.
Divto, . . .	—	8,866	Divto, . . . f.	Divto.
Sligo, . . .	12	9,082	Sligo,	Kilmacshangan.

III.—CONVENT AND MONASTERY SCHOOLS.

I. Convent Schools paid by Capitation. II. Convent Schools paid by Classification. III. Monastery Schools paid by Capitation. IV. Monastery Schools paid by Classification.

I.—TWO HUNDRED AND TEN CONVENT SCHOOLS PAID BY CAPITATION.

Roll No.	District	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1885.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1885.	Roll No.	District	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1885.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1885.
ULSTER.					MUNSTER.				
Co. ANTRIM.					Co. CLARE.				
7053	8	Crombie-road, f.	625	282	10644	42	Konistymon, f.	260	153
11566	-	St. Catherine's, .	324	161	12962	-	Tulla, . f.	253	170
13371	-	Castle-st. (Lisburn)	196	113	7289	45	Kilrush, . f.	506	256
9356	9	St. Mahony's, f.	521	253	7315	-	Ennis, . f.	630	379
"	-	Do. . . evg.	330	89	11890	-	Kilkee, . f.	233	112
Total, . .			2,016	890	Total, . .			2,191	1,070
Co. ARMAICH.					Co. CONN.				
9719	11	Edward-street, f.	359	180	512	48	Middleton, . f.	884	481
"	-	Do. . . evg.	237	65	3028	-	Youghal, . f.	759	438
8239	16	Mt. St. Catherine, f.	386	238	1541	52	Charleville, f.	195	116
10356	-	Keady, . f.	276	135	1931	-	St. Joseph's, inf.	360	169
7508	19	Canal-street, f.	661	290	2278	53	Millstreet, . f.	561	279
Total, . .			1,529	893	10047	55	Macroom, . f.	816	497
Co. CAVAN.					10232	-	Kesh, . f.	316	180
3490	23	Cavan, . f.	350	153	2258	56	Fernoy, . f.	732	383
10176	-	Ballyjamesduff, f.	230	110	4268	-	Doneraile, . f.	373	195
11739	-	Belturbet, . f.	255	111	4630	-	Mallo, . f.	556	329
12033	24	Cooteshill, . f.	113	44	11855	-	Buttevant, . f.	237	142
Total, . .			957	418	12791	-	Mitchelstown, f.	541	292
Co. DONEGAL.					9161	58	Bantry, . f.	387	232
3278	2	Moyle, . f.	138	75	8430	59	Skibbereen, f.	538	255
10539	-	St. Patrick's, f.	205	83	5940	60	Blackrock, . f.	216	130
7393	5	Ballyshannon, (2)f.	246	136	6153	-	St. Finbar's, f.	1,946	918
Total, . .			580	296	6376	-	Queenstown, f.	1,101	624
Co. DOWN.					6528	-	St. Joseph's, f.	1,604	466
10253	17	Mt. St. Patrick, f.	332	162	8414	-	Passage West, f.	365	221
243	19	High-street, f.	308	396	12074	-	Norwood, . f.	141	85
9725	-	Restorvor, . f.	177	78	12216	-	Clarence-street, f.	1,720	797
Total, . .			1,317	636	12902	-	Barnsey, inf. f.	-	-
Co. L'DERRY.					4572	61	Kinsale, . f.	839	463
6168	2	St. Columba's (2), f.	1,182	619	5267	-	Bandon, . f.	734	435
Total, . .			1,182	619	7631	-	Cleanakilly, . f.	739	370
Co. TYRONE.					Co. KERRY.				
10110	6	Strabane, . f.	609	342	4062	39	Listowel, . f.	634	338
6328	14	Omagh, . f.	320	141	1859	54	Milltown, . f.	320	153
Total, . .			929	483	6215	-	Castlehead, f.	730	376
					9366	-	Trillick (2), f.	232	125
					11273	-	Moydervall, f.	564	271
					10059	57	St. Gertrude's, f.	138	63
Total, . .			929	483	Total, . .			2,646	1,331

I.—TWO HUNDRED AND TEN CONVENT SCHOOLS PAID BY CAPITATION—continued.

Roll No.	District.	School.	Total No. of Pupils for any time as Bds. within the Year ended 31st Dec., 1885.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1885.	Roll No.	District.	School.	Total No. of Pupils for any time as Bds. within the Year ended 31st Dec., 1885.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1885.
MUNSTER—con.					LEINSTER—con.				
Co. LIMERICK.					Co. DUBLIN.				
7439	39	Abbeyfeale, . f.	362	281	1149	30	King's Inns-st., f.	1,457	311
10106	45	Doon, . f.	235	145	5333	-	George's-hill, f.	1,189	570
570	51	SS. Mary and Munchin's, . f.	1,004	573	11805	-	Baldrye, . inst.	126	62
5143	-	Pery-square, f.	931	430	12406	-	Calan, . f.	252	136
5547	-	Seaton-street, f.	1,263	480	12648	-	Gardiner-street, f.	1,802	442
6366	-	St. John's-sq., f.	1,277	670	715	37	Lecan, . f.	312	163
9296	-	Adare, . f.	230	133	6742	-	Warrington-st., f.	701	271
10684	-	Mt. St. Vincent, f.	232	143	7546	-	Golden Bridge, f.	541	287
11197	-	Beauf., . f.	284	161	779	30	Loretto, . f.	196	68
6032	52	St. Catherine's, f.	506	309	7683	-	Clonsalkin, f.	330	164
6569	-	St. Anne's, . f.	334	245	9743	-	Roundtown, f.	401	237
					11064	-	Wolver-square, f.	1,791	708
	11	Total, . .	6,829	3,572	11569	-	Townsend-street, f.	1,149	493
					12471	-	Our Lady's Mount, f.	394	183
					12500	-	St. Anne's, . f.	221	111
Co. TIPPERARY.					721	40	Blackrock, . f.	564	293
2133	36	Abthill, . f.	440	293	1983	-	Bectonstown, f.	325	165
7392	-	Nonagh, . f.	537	307	2018	-	Baggot-street, f.	2,108	847
3496	43	Borrisoleigh, f.	173	105	5600	-	Kingstown, . f.	1,067	713
4663	-	Thurton, . f.	809	455	7182	-	Dalkey, . f.	351	150
9407	-	Templemore, f.	296	157	7608	-	Glanthole, . f.	351	226
10679	-	Bellinagarry, f.	200	95	11832	-	Mount Anville, f.	180	89
12731	-	Tangula, . f.	64	37					
9402	46	Tipperary, . f.	762	434		22	Total, . .	15,768	7,504
581	53	Cashel, . f.	433	331					
5470	-	New Inn, . f.	134	69					
7232	-	Drangan, . f.	230	127					
8903	-	Fethard, . f.	473	267					
10120	-	Cahir, . f.	496	302	771	37	Co. KILDARE.		
11668	-	Carriek-on-Suir, f.	374	196	779	-	Kildare, . f.	262	141
11672	-	Do, . f.	835	523	1151	-	Maynooth, . f.	239	159
12349	-	Morton-street, f.	744	345	11745	-	Clane, . f.	121	68
	16	Total, . .	7,060	4,063	11976	-	Great Council, f.	267	127
					12446	-	Kilcock, . f.	173	168
					4997	38	Noss, . f.	344	191
					11806	44	Athy, . f.	575	288
							Kilcullen, . f.	295	132
Co. WATERFORD.						8	Total, . .	2,307	1,233
3228	48	Cappoquin, . f.	279	176					
11335	-	Lismore, . f.	443	295					
12607	-	Dungarvan (2), f.	494	268					
1779	49	Stradbally, . f.	243	141					
11556	-	Kilmacthomas, f.	184	127					
11944	-	Waterford, . f.	590	283	10035	44	Co. KILKENNY.		
12007	-	Perrybank, . f.	249	143	866	47	Castlecomer, f.	377	229
12334	-	Star of the Sea, f.	352	147	1915	-	Kilkenny, . f.	827	418
12693	-	St. Joseph's, f.	1,150	463	9134	-	Panelstown, f.	113	69
12522	-	Portlaw, . f.	463	319	10624	-	Gorebridge, f.	134	80
	-	Do, . evg.	120	59	5437	49	Callan Lodge, f.	441	265
12535	-	St. John's (2), f.	323	169			Mooneola, . f.	207	122
12578	-	Dunmore, East, f.	165	89		6	Total, . .	2,109	1,153
12180	53	Clonmel, . f.	473	254					
	13	Total, . .	5,561	2,900					
LEINSTER.					3220	36	King's Co.		
Co. CARLOW.					5915	-	Birr, . f.	505	311
656	44	Carlow, . f.	463	284	9227	-	Frankford, . f.	224	107
682	-	Tullow, . f.	348	216	823	41	Benagh, . f.	261	106
16010	-	Carlow, . i.	202	119	2030	-	Kilkee, . f.	210	117
1926	47	Bagnalstown, f.	550	316	7471	-	Tullamore, f.	784	429
					8302	-	Pertarlington, f.	506	175
	4	Total, . .	1,565	935			Clane, . f.	346	221
						7	Total, . .	2,656	1,476

I.—TWO HUNDRED AND TEN CONVENT SCHOOLS PAID BY CAPITATION—continued.

Roll No.	District.	School.	Total No. of Pupils for every five on Rolls within the Year ended 31st Dec., 1884.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1884.	Roll No.	District.	School.	Total No. of Pupils for every five on Rolls within the Year ended 31st Dec., 1884.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1884.
		LEINSTER—con.					LEINSTER—con.		
357	28	Longford, . f.	201	184	2977	40	Arklow, . f.	357	266
2955	—	Ballymahon, . f.	161	83	3257	—	Dalguany, . f.	74	80
10701	—	Granard, . f.	245	102	7100	—	Bray (2), . f.	417	212
12660	—	Templemichael, . f. inf.	295	150	10162	—	St. Michael's, . f.	112	66
					10418	—	Wicklow, . f.	326	167
	4	Total, . .	962	528	372	44	Ballinglass, . f.	301	115
						6	Total, . .	1,547	856
		Co. LOUGH.					CONNAUGHT.		
851	25	Drogheda, . f.	962	463			Co. GALWAY.		
5347	—	Dundalk (2), . f.	1,199	629	12234	32	Tuam, . f.	415	203
8445	—	Ardee (2), . f.	330	196	12250	—	Do. (2), . f.	505	246
10475	—	Drogheda, . l.	518	313	1613	34	Rahoon, . f.	735	389
	4	Total, . .	2,060	1,594	4515	—	Newtown Smith, . f.	818	458
					8328	—	Oughterard, . f.	353	180
		Co. MEATH.			6795	—	Oranmore, . f.	197	86
8802	25	St. Mary's, . f.	376	252	12181	—	Clarecastle, . f.	222	161
7472	29	Navia (2), . f.	731	420	12243	—	Carna, . f.	164	68
10813	—	Trim, . f.	386	225	12251	—	Clifden, . f.	267	109
72048	—	Kells, . f.	630	307	6032	35	St. Vincent's, . f.	562	257
	4	Total, . .	2,103	1,294	6139	—	Ballinacree, . f.	431	267
					12371	—	St. Joseph's, . f.	193	128
					8195	42	Geet (2), . f.	465	214
					11787	—	Kiavara, . f.	267	102
		QUEEN'S CO.				14	Total, . .	5,534	2,851
902	41	Coste-street, . f.	244	125			Co. LEITRIM.		
1556	—	Ballyvaughan, . f.	171	80	11013	22	Car.-on-Shan., . f.	269	149
1956	—	Maryborough, . f.	468	204	5983	26	Mohill, . f.	325	202
3526	—	Abbeylax, . f.	234	143	10852	31	Ballinacree, . f.	164	74
7188	—	Mountmellick, . f.	407	218		3	Total, . .	756	425
7442	—	Borris-in-Ossery, . f.	138	78			Co. MAYO.		
6437	44	Stendebally, . f.	309	250	7718	21	Swinsford, . f.	394	211
	7	Total, . .	1,968	1,104	12254	26	Castlebar, . f.	496	265
					12255	—	St. Patrick's, . f.	659	304
		Co. WESTMEATH.			12239	32	Mt. St. Michael's, . f.	515	275
934	33	Mullingar, . f.	520	292	12256	—	Ballinrobe, . f.	558	303
6674	—	Rochford Bridge, . f.	181	119		5	Total, . .	2,632	1,446
8602	—	Moate, . f.	285	142			Co. ROSCOMMON.		
12179	41	Kilbeggan, . f.	308	156	10520	22	Abbeystown, . f.	309	185
	4	Total, . .	1,207	709	7238	27	Roscommon, . f.	480	295
					10668	—	Abbeystown, . f.	328	107
		Co. WEXFORD.			7722	35	St. Peter's, . f.	489	269
967	49	New Ross (1), . f.	616	297		4	Total, . .	1,606	986
9047	—	Do. (2), . f.	517	247			Co. SLIGO.		
10522	—	Ramsgange, . f.	73	38		12	Sligo, . f.	742	463
919	50	Wexford, . f.	1,025	563		1	Total, . .	742	463
3634	—	Newtownbarr, . f.	213	114		210	Gross Total of Convent Capitation Cases, .	100,678	52,575
3824	—	Gorey, . f.	380	151					
4949	—	Wexford, . l.	506	293					
6058	—	Rundscorthy, . f.	614	305					
8221	—	Templemahon, . f.	319	182					
11361	—	Faythe, . f.	570	338					
	10	Total, . .	4,013	2,488					

II.—TWENTY-THREE CONVENT SCHOOLS PAID BY CLASSIFICATION.

Roll No.	District.	School.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1884.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1884.	Roll No.	District.	School.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1884.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1884.
12441	15	ULSTER. Co. ARMAGH. Portadown, f.	230	111	8339	58	MUNSTER—con. Co. KERRY—con. Kenmare, . f.	492	329
11759	16	Do. avg. Middletown(3), f.	105 198	35 106		9	Total, . . .	4,141	2,279
	2	Total, . . .	542	252	1289	48	Co. WATERFORD. Tallow, . f.	153	99
		Co. FERMANAGH. Baniskillen, f.	441	227	11461	—	Dungarvan, f.	526	272
7497	13	Total, . . .	441	227		2	Total, . . .	679	371
	1	Co. MONAGHAN. Meaughan, f.	415	215	11336	41	LEINSTER. Co. KILDARE. Rathangan, f.	290	86
359	10	Total, . . .	415	215		1	Total, . . .	200	95
	1	MUNSTER. Co. CORK. Castletown, f.	243	150	8546	28	Co. LONGFORD. Newtownforbes, f.	154	71
9523	65	Carraigtwahill, f.	198	116		1	Total, . . .	154	71
7419	66	Crosshaven, f.	319	185	838	29	Co. MEATH. Navan (1), . f.	277	147
9474	—	Total, . . .	760	451		1	Total, . . .	277	147
	3	Co. KERRY. Lixnaw, . f.	238	112	5215	20	Co. MAYO. Ballina, . f.	682	198
11849	39	Dingle, . f.	523	307	12561	—	Do., m.	306	150
338	54	Trillick, . f.	873	474		2	Total, . . .	1,078	348
545	—	Rathmore, . f.	321	175		23	Gross Total of Convent Classification Cases, .	8,687	4,446
12303	55	Killarney, . f.	576	290					
533	57	Caherisroom, f.	474	267					
2684	—	Killarney (2), f.	421	221					
6654	—	Sneem, . f.	229	113					
11799	—								

III.—THREE MONASTERY SCHOOLS PAID BY CAPITATION.

Roll No.	District.	School.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1884.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1884.
5069	60	MUNSTER. Co. CORK. St. George's-street Lancasterian, m.	590	404
5099	—	Douglas-street, m.	1,148	521
	2	Total, . . .	2,138	925
3653	54	Co. KERRY. Milltown, m.	192	106
	1	Total, . . .	192	106
	3	Gross Total of Convent Classification Cases,	2,330	1,031

IV.—FOURTEEN MONASTERY SCHOOLS PAID BY CLASSIFICATION.

Roll No.	Dioceses	Schools.	Total No. of Pupils for any time on rolls within the Year ended 31st Dec., 1885.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1885.	Roll No.	Dioceses	Schools.	Total No. of Pupils for any time on rolls within the Year ended 31st Dec., 1885.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1885.
13519 13478	56 60	MUNSTER. Co. CORK. Mallow, . m. Greensmunt, m.	477 605	277 378	12370 6585	36 41	LEINSTER—con. KING'S Co. St. Brendan's, m. Clara, . m.	337 338	175 205
	2	Total, . .	1,082	655		2	Total, . .	675	380
1793	57	Co. KERRY. Kilkerney, . m.	347	192	7636 918	41 =	QUEEN'S Co. Cooke-street, m. Castletown, .	228 132	111 69
	1	Total, . .	347	192		2	Total, . .	360	180
12617	58	Co. TIPPERRARY. Fethard, . m.	274	165			CONNAUGHT. Co. GALWAY. Galway, . m. Nun's Island, m. Kilberrin, .		
	1	Total, . .	274	165	1016 12672 12425	34 32 32	Total, . .	584 138 208	260 69 80
681	44	LEINSTER. Co. CARLOW. Tulrow, . m.	201	95		3	Total, . .	930	429
	1	Total, . .	201	95	12504	27	Co. ROSCOMMON. Highlake, m.	108	40
12747	37	Co. KILDARE. Kildare, . m.	201	101		1	Total, . .	108	40
	1	Total, . .	201	101		14	Gross Total of Monastery Classification Cases, .	4,178	2,285

GENERAL SUMMARY.

	PAID BY CAPITATION.			PAID BY CLASSIFICATION.			TOTAL.		
	No. of Schools.	No. of Pupils on Rolls.	Average Daily Attendance.	No. of Schools.	No. of Pupils on Rolls.	Average Daily Attendance.	No. of Schools.	No. of Pupils on Rolls.	Average Daily Attendance.
Convents, .	210	100,678	52,675	23	8,657	4,446	233	109,335	57,121
Monasteries, .	3	2,330	1,031	14	4,178	2,235	17	6,508	3,266
Total, .	213	103,008	53,706	37	12,835	6,681	250	115,873	60,387

IV.—LIST of 80 ISLAND SCHOOLS in connexion on 31st December, 1885.

County.	Dist.	Roll No.	Name of School.	County.	Dist.	Roll No.	Name of School.
Antrim, .	3	9372	Rathlin Island.	Dublin, .	30	6118	Lambay Island.
Donagall, .	1	4739	Gola "	Galway, .	26	12078	Fasnacon
Ditto, .	-	5164	Tery "				(Innisboffin)
Ditto, .	-	5273	Owey "	Ditto, .	34	6813	Kilrousyn, m.
Ditto, .	-	5468	Rathlad "	Ditto, .	-	11444	Do. f.
Ditto, .	-	5899	Inishfree "	Ditto, .	-	9949	Kilheany, }
Ditto, .	-	6371	Arranmore "	Ditto, .	-	10252	Oakquarter, }
Ditto, .	-	9794	Inishkeeragh Island.	Ditto, .	-	12367	Owey Island.
Ditto, .	-	10371	Cruit Island.	Ditto, .	-	9542	Lettormallen "
Ditto, .	-	11342	Arranmore (2) Island.	Ditto, .	-	9848	Inishoar "
Ditto, .	2	5990	Inch, f. "	Ditto, .	-	10011	Lettormore "
Permanagh, .	13	11257	Innisrooske "	Ditto, .	-	10012	Drin, } Gortina
Ditto, .	14	9002	Drunginahan } Ben	Ditto, .	-	10013	Tiernee, } Island.
Ditto, .	-	11833	Ben } Island.	Ditto, .	-	10425	Inishmaline Island.
Ditto, .	13	7832	Gubb Island.	Ditto, .	-	11741	Mynish "
Clare, .	45	6649	Coney Island.	Ditto, .	-	11788	Tavin "
Ditto, .	-	10316	Scattery "	Ditto, .	-	11825	Inish Eady "
Ditto, .	-	12013	Lew "	Ditto, .	-	11938	Inishree "
Cork, .	58	5969	Long "	Ditto, .	-	12185	Inishbrot "
Ditto, .	-	6468	Whiddy "	Ditto, .	-	12641	Annaghvane "
Ditto, .	-	12249	Dursey "	Ditto, .	-	12642	Inishbrot "
Ditto, .	-	7452	Lourence "	Ditto, .	-	12780	Fennish "
Ditto, .	-	-	Cove, m. } Bear	Ditto, .	-	12826	Inishbreen "
Ditto, .	-	7453	Do. f. } Island.	Ditto, .	-	12901	Knock "
Ditto, .	-	7454	Bellinakilla }	Ditto, .	-	13039	Illacough "
Ditto, .	59	530	Cape Clear, } Clear	Ditto, .	-	13043	Inishtrawar "
			m. } Island.	Ditto, .	-	13044	Lettormallen "
Ditto, .	-	3537	Do. f. }	Mayo, .	26	2307	Slievemore }
Ditto, .	-	1275	Sherkin Island, m. }	Ditto, .	-	2308	Dereens }
Ditto, .	-	4838	Do. f. }	Ditto, .	-	2309	Doonga }
Ditto, .	-	2281	Roosnagrogue Island.	Ditto, .	-	7338	Doonga }
Ditto, .	-	7236	Hare "	Ditto, .	-	8369	Bunnacarty }
Ditto, .	60	3135	Haulbowline "	Ditto, .	-	8547	Valley }
Ditto, .	-	8918	Spice "	Ditto, .	-	9657	Bellinmonth }
Kerry, .	54	9337	Blasket Island.	Ditto, .	-	10935	Saula }
Ditto, .	57	7857	Knights- town, m. }	Ditto, .	-	7987	Innisboffin Island.
Ditto, .	-	7888	Do. f. } Valentia	Ditto, .	-	8348	Innisturk "
Ditto, .	-	10721	Corobeg, m. }	Ditto, .	-	8402	Leacree, Clare Island
Ditto, .	-	10722	Do. f. } Island.	Ditto, .	-	9116	Inishark Island.
Ditto, .	-	16619	Valentia, m. }	Ditto, .	-	12174	Inistyre "
Ditto, .	-	16820	Do. f. }	Sligo, .	12	9016	Coney "
				Ditto, .	-	9847	Inishmurray "

V.—LIST of THIRTY-THREE INDUSTRIAL DEPARTMENTS (under the Act) in connexion with recognised NATIONAL SCHOOLS on 31st December, 1885.

District No.	Roll No.	Name and locality of School.	Religious Order.
16	11732	Middleton, co. Armagh,	Sisters of St. Louis
45	7315	Fanis,	Sisters of Mercy.
56	4680	Mallow,	Do.
61	7651	Clonakilty (St. Aloysius),	Do.
60	6376	St. Coleman's, Queenstown,	Do.
-	8350	St. Nicholas, Cork,	(Protestant).
40	1265	Bostonstown,	Sisters of Mercy.
35	6632	St. Bridget's, Loughran,	Do.
34	8322	Oughtersard,	Do.
-	4515	St. Anne's, Galway,	Do.
-	12251	Clifton, co. Galway,	Do.
57	6654	St. Joseph's Home, Killarney,	Do.

V.—LIST of THIRTY-THREE INDUSTRIAL DEPARTMENTS (under the Act) in connexion with recognised NATIONAL SCHOOLS on 31st December, 1885.—*con.*

Serial No.	Roll No.	Name and locality of School.	Religious Order.
54	11036	Kerry Home, Tralee,	(Protestant.)
—	9206	Pembroke Alma, Tralee,	Sisters of Mercy.
36	3220	St. John's, Parsonstown,	Do.
51	10684	St. Vincent's, Limerick,	Do.
28	8546	Our Lady of Succour, Newtown Forbes,	Do.
25	10473	House of Charity, Drogheda,	French Sisters of Charity
—	5387	Dundalk, co. Louth,	Sisters of Mercy.
26	12255	St. Columba, Westport,	Do.
18	859	St. Martha's, Monaghan,	Sisters of St. Louis.
27	7238	St. Monica's, Roscommon,	Sisters of Mercy.
19	5851	St. Lawrence's, Sligo,	Do.
21	11887	Beanda Abbey, Tubbercurry,*	Sisters of Charity.
43	9407	St. Augustine's, Templemore,	Sisters of Mercy.
53	581	St. Francis, Cashel,	Presentation Sisters.
43	4068	St. Louis, Thurles,	Do.
46	9432	Tipperary,	Sisters of Mercy.
8	10110	St. Catherine's, Strabane,	Do.
48	5228	Cappoquin,	Do.
35	5682	Mount Carmel, Moate,	Do.
50	11906	St. Michael's, Wexford,	Do.
60	8414	Passage West, Cork,	Do.

* This Industrial School is not under the Board, but some of the children have attended the National School No. 11887.

VL.—LIST of EIGHTY EVENING SCHOOLS in connexion on 31st December, 1885.

No. ser.	Roll No.	County.	School.	Dist.	Roll No.	County.	School.
4	5186	Antrim, .	Caddy, .	16	8702	Armagh, .	Millford.
—	3532	"	Guy's, .	—	9640	"	Darkley. f.
—	11415	"	Fishersdown, m.	—	10490	"	St. Patrick's.
—	72137	"	Gleesravel, m.	—	10799	"	Lisla (2).
7	2	"	Largy, .	—	12365	"	St. Patrick's, m.
—	4908	"	Taylorstown, North.	—	12563	"	Mullavilly (3).
8A	7020	"	Minerva Place, .	19	6394	"	Bailinlissa. m.
—	9063	"	Meadley, .	—	—	—	—
—	11426	"	Whiteabbey, .	23	8089	Cavan, .	Belturbet, m.
—	11482	"	Greenanatic, m.	—	—	—	—
—	11688	"	Do. f.	—	—	—	—
9	6943	"	Belfast Model, m.	1	11182	Denegal, .	Tamney Robertson.
—	7392	"	Millford Street, f.	—	—	—	—
—	7340	"	St. Peter's, f.	8	10346	Down, .	Largymore.
—	8056	"	St. Malachy's, Convent, 8	11637	"	—	Culcavey.
—	9718	"	Millford Street, m.	—	11729	"	St. James's.
—	12479	"	St. Joseph's, f.	11	4811	"	Gilford Mill, m.
11	7855	"	Derryansett, .	—	4812	"	Do. f.
—	—	—	—	—	9641	"	Maherally (2).
—	—	—	—	17	1248	"	Annabrough. m.
11	1747	Armagh, .	Aghacannon, .	—	1486	"	Do. f.
—	9719	"	Edward Street, Convent, .	—	3745	"	Shrigley.
—	9025	"	Tullyroan, .	—	6024	"	Killyleagh.
15	2837	"	Maghery, .	—	7934	"	Killicof.
—	6184	"	Eglisb (1), .	—	10793	"	Drumness Mills.
—	12441	"	Portadown, Convent, .	19	1606	"	Rostrevor, m.
16	7181	"	Crossmorekandy, .	—	5876	"	Rathfriland, m.
—	7647	"	Darkley, m.	—	6442	"	Killoven, m.
—	8166	"	Mullavilly, .	—	8477	"	Newry-street (Rathfriland).
—	8487	"	Loughgall, .	—	—	—	—

VL.—LIST of EIGHTY EVENING SCHOOLS in connexion on 31st December, 1885—continued.

District.	Roll No.	County.	School.	District.	Roll No.	County.	School.
31	11228	Fermanagh,	Toamere.	37	3007	Dublin,	St. Michael's, m.
7	2558	Londonderry	Gulladuff.	38	744	"	SS. Michael and John.
-	8619	"	Rocktown.	40	3917	"	Ischiore Model, m.
7A	11113	"	Moneymane.	36	8967	King's,	Ringsend, m.
6	11486	Tyrone,	Slon Mills.	25	42043	Louth,	Banagher, m.
14	3587	"	Berragh.	29	10879	Month,	St. Patrick's (Dunalk), ^a
15	2489	"	Roan.	35	4332	Westmeath,	Rathmolyra.
-	9017	"	Moy.	50	3755	Wexford,	Monte.
-	10263	"	Newmills.	34	4515	Galway,	Adamstown, m.
60	11997	Cork,	SS. Peter and Paul's, m.	-	9252	"	N. T. Smith Convent.
-	11890	"	Do. f.	21	7327	Mayo,	Killena.
49	12322	Waterford,	Parthaw Convent.				Rosskey.
30	752	Dublin,	Central Model, m.				
-	5640	"	West Dublin Model, m.				
-	6512	"	Josephine.				

^a This school has a separate roll No.

VII.—LIST of FIFTY-SIX VESTED SCHOOLS to which GRANTS for TEACHERS' RESIDENCES have been made.

County.	School.	County.	School.	County.	School.
Armagh,	Townsend, N. T.	Cork,	Glenshulla.	Longford,	Maydow.
	Hamilton.	Ditto,	Walterstown.	Ditto,	Killashen.
Cavan,	Derryvagh.	Ditto,	Chalmersfield.	Ditto,	Clonsen.
Down,	Milford.	Kerry,	Derryvannihy.	Ditto,	Longford.
Fermanagh,	Brookeborough.	Ditto,	Portmagee.	Month,	Kilaleen.
Ditto,	Tempe.	Ditto,	Drumacorra.	Ditto,	Baconstown.
Ditto,	Mullinabartlin.	Ditto,	Glasmere.	Queen's,	Abbeyleix, North.
Ditto,	Immacue.	Limerick,	Ballyloghane.	Wexford,	Carriackhyrne.
L. Derry,	Geeren.	Ditto,	Monagay.	Wicklow,	Lacken.
Tyrone,	Dunmoyla.	Ditto,	Burao.	Galway,	Lettergesh, m.
Clare,	Scropol.	Ditto,	Meanna.	Ditto,	Ditto, f.
Ditto,	Clonsdrum.	Tipperary,	Garrylogher.	Ditto,	Clonsoyla.
Ditto,	Killaha.	Waterford,	Faichlegg.	Ditto,	Gurraue.
Cork,	Kiskeam.	Ditto,	Ballinella.	Ditto,	New Inn.
Ditto,	Kingwilliamstown, m.	Carlow,	Rathmann.	Ditto,	Leam.
Ditto,	Ditto, f.	Dublin,	Ringsend.	Ditto,	Treen.
Ditto,	Correa.	Kilkenny,	Grause.	Leitrim,	Drumadon.
Ditto,	Mallow.	King's,	St. Cronan's.	Mayo,	Knocka.
Ditto,	Glenskilly, m.	Ditto,	Bann.	Ditto,	Loughnaman.

VIII.—LIST of NAMES of FIFTY-SEVEN SCHOOLS in which SPECIAL GRANTS of SALARY in aid of INDUSTRIAL INSTRUCTION were available, under Rules 52, 53 and 54 for Year ended 31st December, 1885.

County.	District.	Roll No.	School.	County.	District.	Roll No.	School.
Antrim,	8	7059	Crumlin-road, Convent.	Down,	19	9725	Rostrevor.
"	9	8056	St. Malachy's "	Monaghan,	24	5617	Carriackmore, Industrial.
Armagh,	19	7508	Canal-street.	Clare,	45	7209	Kilrush, f.

VIII.—LIST of NAMES of FIFTY-SEVEN SCHOOLS in which SPECIAL GRANTS of SALARY in aid of INDUSTRIAL INSTRUCTION were available, under Rules 52, 53, and 54, for Year ended 31st December, 1885—*continued*.

County.	District.	Roll No.	School.	County.	District.	Roll No.	School.
Cork, . . .	43	512	Middleton, Convent.	Dublin, . . .	49	721	Blackrock, f.
" . . .	55	2278	Milbroad.	" . . .	—	1935	Boisterstown.
" . . .	—	19232	Kanturk.	" . . .	—	—	—
" . . .	58	8161	Bantry, f.	Kildare, . . .	44	4997	Athy, Convent.
" . . .	—	8523	Castletown, f.	Kilkenny, . . .	47	806	Kilkenny "
" . . .	59	8439	Skilbherren, Convent	" . . .	—	9134	Goresbridge "
" . . .	60	5949	Blackrock "	King's, . . .	56	3220	Birr, f.
" . . .	—	6523	St. Joseph's.	" . . .	41	8982	Chara, f.
" . . .	—	8414	Passage West.	" . . .	—	—	—
" . . .	61	491	Clonsilla, f.	Longford, . . .	26	857	Longford, Convent.
" . . .	—	7651	Do. (2), f.	" . . .	—	—	—
Limerick, . . .	51	579	St. Mary's.	Queen's, . . .	41	902	Cooto-street, f.
" . . .	—	5148	Pery Square, f.	" . . .	—	1956	Maryboro', f.
" . . .	—	6336	St. John's.	" . . .	—	7188	Mountmellick, f.
" . . .	—	9296	Adare, f.	" . . .	44	6497	Stradbally, Convent.
" . . .	—	10684	Mount St. Vincent.	Wexford, . . .	49	867	New Ross (1), f.
" . . .	—	11197	Bruff, f.	" . . .	—	9947	New Ross, (2), f.
" . . .	52	6032	St. Catherine's.	" . . .	50	4949	Wexford, infant.
" . . .	—	6569	St. Anne's.	Wicklow, . . .	49	10162	St. Michael's, f.
Tipperary, . . .	86	2133	Albhill, f.	" . . .	—	—	—
" . . .	—	7392	Nonagh, f.	Galway, . . .	34	8795	Oranmore, f.
" . . .	46	9432	Tipperary, Convent.	" . . .	35	6032	St. Vincent's.
" . . .	53	11668	Carriek-on-Suir, "	" . . .	—	6838	Ballinasloe, f.
" . . .	—	—	—	" . . .	42	8195	Gort, Convent.
Carlow, . . .	44	656	Carlow Convent.	" . . .	—	—	—
" . . .	—	692	Tulow "	Mayo, . . .	21	7713	Swinsford.
Dublin, . . .	87	6742	Warrenmount.	Roscommon . . .	27	10668	Abbeycarton.
" . . .	38	729	Lareta.	" . . .	35	7722	St. Peter's, f.
" . . .	—	9743	Roundlawn, f.	" . . .	—	—	—

[APPENDIX I.]

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APPENDIX I.

AGRICULTURAL SCHOOLS IN CONNEXION ON 31ST DECEMBER, 1885.

I.—AGRICULTURAL SCHOOLS under the exclusive MANAGEMENT of BOARD.

No.	County.	Roll No.	School.	Post Town.	Area of Farm.	A. R. P.	Distance from
1	Dublin, . . .	—	Albert Training Institution, . . .	Glasnevin, . . .	178	3 24	28
2	Cork, . . .	6726	Manster (Cork), . . .	Cork, . . .	126	3 17	28
3	Fermanagh, . .	9071	Enniskillen School Garden* . . .	Enniskillen, . . .	3	2 10	13

* Specially Inspected for Agricultural Results by Agricultural Superintendent.

II.—AGRICULTURAL SCHOOLS under LOCAL MANAGEMENT.

No.	County.	Roll No.	School.	Post Town.	Area of Farm.	Dist. No.	Date on which last Literary Results Period ended.
1	Armagh, . . .	4960	Poyntzpass, . . .	Poyntzpass, . . .	A. R. P. 2 0 10	16	30. 11. 84
2	Do., . . .	4271	Tanicoke, . . .	Do., . . .	7 0 0	16	30. 4. 85
3	Do., . . .	4325	Drumshanagher, . . .	Do., . . .	1 0 0	16	31. 8. 85
4	Do., . . .	834	Blackwaterstown, . . .	Moy, . . .	3 2 2	15	31. 8. 85
5	Cavan, . . .	6397	Monragh, . . .	Blacklion, . . .	14 0 0	13	30. 4. 85
6	Do., . . .	7142	Dooceavrick, . . .	Costahill, . . .	1 3 0	24	31. 1. 85
7	Donegal, . . .	5363	Balloighan, . . .	Manorcunningham, Strabane, . . .	30 2 0	1	30. 4. 85
8	Do., . . .	5080	Oarradoun, . . .	Rathmullen, Letterkenny, . . .	6 2 0	1	31. 3. 85
9	Do., . . .	1735	Killybegs, . . .	Do., . . .	3 2 20	5	31. 3. 85
10	Do., . . .	9650	Barnesmore, . . .	Donegal, . . .	4 0 0	5	31. 3. 85
11	Do., . . .	6054	Glencough, . . .	Do., . . .	23 1 22	5	30. 4. 85
12	Do., . . .	4705	Dunleavy, . . .	Derrybeg, . . .	13 0 0	1	30. 4. 85
13	Fermanagh, . .	3051	Carriek, . . .	Lisbellaw, Enniskillen, . . .	28 0 0	13	30. 4. 85
14	Londonderry, .	4146	Gortagilly, . . .	Moneymore, . . .	3 0 0	74	30. 4. 85
15	Do., . . .	8935	Park, . . .	Park, . . .	8 3 1	7	31. 3. 85
16	Monaghan, . .	6621	Cormeen, . . .	Monaghan, . . .	11 0 22	18	31. 3. 85
17	Tyrone, . . .	436	Anglinaboo, . . .	Killa, Castlederg, . . .	25 0 0	6	31. 3. 85
18	Do., . . .	30178	Benburb, . . .	Benburb, Moy, . . .	1 2 19	15	31. 3. 85
19	Do., . . .	9236	Parknamry, . . .	Dungannon, . . .	2 0 30	15	31. 3. 85
20	Do., . . .	10283	Newmills, . . .	Do., . . .	5 1 36	15	31. 3. 85
21	Do., . . .	8498	Clare, . . .	Castlederg, . . .	28 3 0	6	31. 3. 85
22	Do., . . .	3926	Lagcloughfin, . . .	Omagh, . . .	19 3 20	7	31. 1. 85
23	Clare, . . .	448	Parson, . . .	Limerick, . . .	2 1 7	51	30. 11. 84
24	Do., . . .	10826	Tubber, . . .	Tubber, Gort, . . .	10 3 28	42	31. 10. 84
25	Do., . . .	3373	Sallybank, . . .	Bradford, Limerick, . . .	16 0 0	51	23. 2. 85
26	Do., . . .	8241	Seropol, . . .	Mullough, Miltown-Malahy, . . .	2 0 0	45	23. 2. 85
27	Do., . . .	5399	Knocknagoola, . . .	Cahir, Scariff, . . .	14 1 26	42	31. 1. 85
28	Cork, . . .	5704	Clonkeen, . . .	Leop, . . .	8 0 0	59	31. 7. 85
29	Do., . . .	10703	St. Edmund's, . . .	Dunmanway, . . .	6 0 0	59	30. 9. 85
30	Kerry, . . .	7813	Dirreenakerragh, . . .	Kemmare, . . .	4 0 0	57	31. 10. 85
31	Do., . . .	6081	Lansdowna, . . .	Do., . . .	7 0 0	56	30. 11. 85
32	Do., . . .	8251	Sacoom, . . .	Sacoom, . . .	6 0 0	57	31. 10. 85
33	Do., . . .	8349	Bellinskelligs, . . .	Caheriveen, . . .	11 0 0	57	30. 9. 85
34	Do., . . .	11748	Glanmore, . . .	Kemmare, . . .	5 2 0	58	31. 8. 85
35	Limerick, . . .	4467	Killacolla, . . .	Bruce, . . .	10 0 0	62	31. 1. 85

II.—AGRICULTURAL SCHOOLS under LOCAL MANAGEMENT—continued.

No.	County.	Roll No.	School.	Post Town.	Area of Farm.	Dist. No.	Date on which last Literary Results Period ended.
					A. R. P.		
36	Waterford.	3253	Grange.	Ardmore, Youghal.	2 0 0	48	20. 2. 85
37	Ditto.	6720	Carriglen.	Dungarvan.	8 2 0	48	31. 1. 85
38	Carlow.	5203	Garryhall.	Bagnalstown.	11 2 10	47	31. 1. 85
39	Kilkenny.	4831	Ballyglaz.	Piltown.	3 3 24	53	28. 2. 85
40	Ditto.	6188	Whitechurch.	Carrick-on-Suir.	8 0 15	53	31. 10. 85
41	Ditto.	6919	Cloamora.	Piltown.	8 1 0	49	31. 1. 85
42	Ditto.	6189	Piltown.	Ditto.	8 1 20	53	31. 1. 85
43	Ditto.	5251	Woodstock.	Iminstogue.	8 2 35	49	28. 2. 85
44	Meath.	6592	Woodpole.	Kells.	15 0 0	25	28. 2. 85
45	Westmeath.	531	Ballinvalley.	Dalvin.	6 2 0	83	26. 2. 85
46	Galway.	4216	Castlechapel.	Castlechapel, Tuam.	19 0 0	32	31. 1. 85
47	Ditto.	8264	Esker, No. 2.	Benagher.	8 2 20	36	31. 1. 85
48	Ditto.	3965	Williamstown.	Williamstown, Castlerea.	9 0 0	32	31. 1. 85
49	Ditto.	10488	Killinsale.	Cabra, Ballinasloe.	3 1 0	35	28. 2. 85
50	Leitrim.	5850	Killmore.	Drumkeeran.	4 0 0	12	30. 4. 85
51	Mayo.	4692	Carrigorra.	Knockmore, Foxford.	9 0 0	20	31. 3. 85
52	Ditto.	1412	Deconate.	Bunapadden, Ballymote.	1 2 19	21	31. 3. 85
53	Ditto.	1068	Brussa.	Ballyhadriem.	4 1 0	21	31. 3. 85
54	Ditto.	5120	Lehinch.	Hollymount, Mayo.	8 0 0	32	28. 2. 85
55	Ditto.	5238	Lisnaska.	Knockmore, Foxford.	1 8 0	20	31. 3. 85
56	Ditto.	6942	Currowmore				
57	Ditto.	11920	Palmer.	Rathlackan, Ballina.	3 3 0	20	30. 4. 85
58	Roscommon.	10218	Callow.	Foxford.	1 3 0	21	31. 3. 85
59	Ditto.	7292	Norish Yard.	Stokesstown.	5 0 0	27	28. 2. 85
60	Ditto.	5683	Ballymurray.	Ballymurray, Roscommon.	20 0 0	27	31. 1. 85
61	Sligo.	4106	Deonilla.	Skreen, Sligo.	8 0 0	20	30. 4. 85
62	Ditto.	10473	Kilrushorber.	Rathfrilick, Dromore West.	13 0 0	20	31. 3. 85
63	Ditto.	2536	Cadry.	Burn, Sligo.	1 0 0	12	30. 4. 85
64	Ditto.	3138	Clonlough.	Boyle.	4 0 0	22	31. 3. 85
			Ballacruma.	Dromard, Ballisodare.	11 0 0	20	28. 2. 85

III.—SCHOOL GARDENS under LOCAL MANAGEMENT in connexion with BOARD.

No.	County.	Dist No.	Roll No.	School.	Post Town.
1	Armagh.	16	9271	Lisdrumchor.	Markethill.
2	Donegal.	1	5230	Convoy.	Convoy, Raphoe.
3	Ditto.	5	4600	Brookless.	Dunkineely.
4	Tyrone.	6	8438	Castlederg (Edwards).	Castlederg.
5	Ditto.	6	9035	Drumbeg.	Strahane.
6	Ditto.	6	9060	Loughash.	Gortin.
7	Ditto.	15	4719	Aughadarragh.	Angher.
8	Ditto.	15	10035	Killyman.	Moy.
9	Cork.	53	1867	Castlederg.	Fernsey.
10	Ditto.	58	5567	Adrigole.	Bantry.
11	Tipperary.	43	3323	Macdyke.	Thurles.
12	Carlow.	47	11347	Kilgreany.	Bagnalstown
13	Dublin.	30	4460	Portrane.	Donabate.
14	Kilkenny.	49	11492	Inistioge (2).	Thomastown.
15	King's.	41	3808	Ballyseewanna.	Tullamore.
16	Mayo.	26	5987	Prison.	Balla.
17	Ditto.	32	6845	Belcon.	Ballyhenia.
18	Roscommon.	21	4100	Loughglynn.	Castlerea.
19	Sligo.	20	3337	Tubbervanane.	Skreen.
20	Ditto.	21	9701	Rathmullan.	Ballymote.
21	Limerick.	52	7222	Banogue.	Croom.
22	Monaghan.	23	10334	Borna.	Drimmully, Clones.
23	Ditto.	18	7308	Harrittipopy.	Scotstown.
24	Ditto.	18	10574	Ballibay.	Ballibay.

APPENDIX K.

L.—LAST OF BUILDING APPLICATIONS aided during the year 1885, with Tabulation, showing the Progress towards Erection of the School-houses, from date of reference to BOARD OF WORKS for Report on Site as described in Lease Queries till transmission of Plans to Applicant.

COUNTY AND NAME.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Receipt of Lease executed.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans by Board of Works to Applicant.
ANTRIM:			£ s. d.			
Knocksholett, .	24. 10. 84	10. 12. 84	229 13 4	5. 8. 85	2. 9. 85	19. 9. 85
Mabel-st. and l.	9. 8. 84	8. 5. 85	785 0 0	6. 8. 85	7. 8. 85	Manager's plans adopted. 20. 8. 85
Kilbride, .	22. 8. 85	17. 9. 85	262 15 4	23. 2. 86	24. 2. 86	
ARMAGH:						
Gregginduff, .	17. 7. 85	16. 10. 85	188 0 0	Lease not executed.		—
CAVAN:						
Wateraghy, m. and f.	15. 4. 85	15. 5. 85	272 3 4	12. 10. 85	16. 10. 85	4. 11. 85
Razma, .	9. 8. 85	17. 6. 85	257 3 4	15. 7. 85	17. 7. 85	6. 8. 85
Oldfield, .	13. 3. 85	10. 4. 85	240 16 0	12. 10. 85	15. 10. 85	30. 10. 85
Ardkilly, .	3. 10. 85	3. 11. 85	250 4 0	8. 2. 86	24. 2. 86	11. 3. 86
Drumker, .	24. 8. 85	31. 10. 85	256 0 0	31. 5. 86	1. 4. 86	17. 4. 86
DOWN:						
Katesbridge, .	14. 4. 85	16. 10. 85	130 8 8	17. 12. 85	18. 12. 85	4. 1. 86
LONDONDERRY:						
Termoncree, m. and f.	6. 7. 85	27. 10. 85	390 13 1	7. 12. 85	8. 12. 85	4. 1. 86
Glenvale, .	22. 6. 85	29. 8. 85	271 8 4	2. 11. 85	4. 11. 85	24. 12. 85
MONAGHAN:						
Drumuck, m. & f.	9. 2. 85	10. 3. 85	348 4 0	19. 6. 85	20. 8. 85	8. 7. 85
TREROE:						
Union-place, m. and f.	18. 9. 84	27. 10. 84	562 6 8	10. 3. 85	11. 3. 85	27. 5. 85
Asghantaine, .	10. 6. 85	10. 6. 85	215 0 8	15. 10. 85	16. 10. 85	13. 11. 85
Donamore, m. & f.	22. 8. 85	2. 10. 86	378 4 8	30. 11. 85	8. 12. 85	4. 1. 86
CLARE:						
Doolaha, .	17. 1. 86	21. 2. 85	216 2 0	12. 5. 85	18. 5. 85	9. 6. 85
Corkcree Hill, .	9. 12. 84	18. 3. 85	182 11 10	16. 5. 85	19. 5. 85	7. 7. 85
Corkin, m. and f.	13. 4. 85	4. 5. 85	494 15 7	14. 5. 85	18. 9. 85	10. 10. 85
CORK:						
Baltimore, m. & f.	25. 12. 84	7. 2. 85	892 8 11	5. 5. 85	12. 5. 85	5. 5. 85
Carrigaline, m. and f.	2. 2. 85	19. 2. 85	589 3 10	Grant cancelled.		—
Newtown, m. and f.	2. 2. 85	19. 2. 85	575 1 4	30. 7. 85	31. 7. 85	Manager's plans adopted.
Baharoon, .	9. 4. 85	28. 5. 85	262 12 0	20. 7. 85	25. 7. 85	5. 8. 85
Inchigra, f.	11. 7. 85	18. 8. 85	325 14 6	2. 11. 85	8. 11. 85	24. 11. 85
Derrinacree, .	5. 7. 85	11. 9. 85	181 11 4	9. 11. 85	14. 11. 85	1. 12. 85
Lehamore, m. and f.	8. 6. 85	11. 9. 85	321 18 8	24. 11. 85	24. 11. 85	11. 12. 85
Kilredan, m. & f.	3. 7. 85	23. 9. 85	447 12 8	1. 2. 86	2. 2. 86	15. 2. 86
Knockanebane, .	22. 6. 85	21. 9. 85	191 8 8	12. 11. 85	14. 11. 85	1. 12. 85
KERRY:						
Killorglin, m. & f.	29. 8. 84	14. 10. 84	937 12 8	4. 6. 85	5. 6. 85	17. 7. 85

I.—LIST of BUILDING APPLICATIONS aided during the year 1885, with Tabulation, showing the Progress towards Erection of the School-houses, from date of reference to BOARD of WORKS for REPORT on Site as described in Lease Queries till transmission of Plans to Applicant—continued.

COUNTY AND NAME.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Receipt of Lease executed.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans by Board of Works to Applicant.
KERRY—continued.			£ s. d.			
Booleenah, m. & f.	12. 8. 84	18. 11. 84	335 10 8	20. 7. 85	22. 7. 85	5. 8. 85
Douglas, m. & f.	6. 8. 85	10. 4. 85	328 15 1	2. 9. 85	3. 9. 85	26. 9. 85
Ballyconry, m. & f.	4. 12. 84	1. 4. 85	419 6 0	22. 8. 85	23. 8. 85	28. 9. 85
Brown, m. and f.	7. 9. 85	10. 11. 85	579 7 1	Lease not executed.		—
Ricobrackan, m. & f.	12. 10. 85	12. 11. 85	324 2 0	14. 3. 86	19. 3. 86	Special plans being prepared 15. 3. 86
KILMURRAY COURT.	20. 5. 85	16. 12. 85	1,627 6 0	8. 3. 86	8. 3. 86	
KILMERCK:						
Feaghanshagh, m. & f.	11. 11. 85	18. 3. 85	401 19 4	30. 11. 85	1. 12. 85	31. 12. 85
Drumcollogher, m. and f.	3. 5. 88	11. 7. 83	500 8 8	29. 9. 85	1. 10. 85	7. 11. 85
St. Joseph's, L.	23. 5. 85	29. 7. 85	670 4 8	6. 11. 85	6. 11. 85	Manager's plans adopted.
Kilfinane, m. & f. & St. Mary's, m. L. Convent.	24. 9. 85	10. 11. 85	890 2 6	24. 12. 85	20. 12. 85	20. 3. 86
	29. 5. 85	18. 12. 85	477 10 8	Lease not executed.		—
TIPPERARY:						
Chobinch, . . .	14. 2. 85	20. 4. 85	250 16 1	29. 5. 85	1. 6. 85	5. 8. 85
Richardstown, . .	17. 8. 85	31. 10. 85	487 5 4	18. 12. 85	20. 1. 86	6. 8. 86
WATERFORD:						
Ballyglan, . . .	9. 8. 84	11. 9. 84	222 18 0	23. 4. 85	25. 4. 85	19. 5. 85
Lismore Court, (2).	4. 5. 85	29. 5. 85	324 0 0	27. 6. 85	29. 6. 85	30. 7. 85
Stradbally Court.	12. 9. 85	10. 11. 85	415 10 0	Lease not executed.		—
DUBLIN:						
St. Kevin's, f. & l.	24. 6. 85	1. 7. 85	1,210 0 0	23. 7. 85	23. 7. 85	31. 7. 85
KILDARE:						
Resinstown, . . .	12. 9. 85	12. 10. 85	199 2 8	16. 11. 85	14. 11. 85	14. 12. 85
Timahoe, . . .	10. 8. 85	12. 10. 85	209 11 9	12. 12. 85	12. 12. 85	11. 1. 86
KILKENNY:						
Castlegarden, . .	8. 12. 82	14. 2. 83	195 9 4	15. 1. 86	16. 1. 86	4. 2. 86
Kilnacolliver, m. and f.	13. 6. 85	29. 8. 85	385 10 1	31. 3. 86	2. 4. 86	15. 4. 86
KING'S:						
Bana, . . .	12. 1. 85	27. 2. 85	263 8 11	16. 7. 85	17. 7. 85	31. 7. 85
Carbally, . . .	8. 5. 85	17. 6. 85	318 15 7	12. 10. 85	14. 10. 85	4. 11. 85
Leamore, . . .	9. 5. 85	12. 9. 85	274 8 8	30. 10. 85	31. 10. 85	24. 11. 85
LONGFORD:						
Garleen, . . .	9. 4. 85	4. 5. 85	258 8 4	11. 11. 85	12. 11. 85	27. 11. 85
St. Joseph's Court.	12. 2. 85	20. 6. 85	1,043 4 0	6. 3. 86	6. 3. 86	Manager's plans adopted
MEATH:						
Ugine, . . .	28. 1. 85	25. 2. 85	258 14 0	11. 11. 85	12. 11. 85	27. 11. 85
QUEEN'S:						
Straboe, . . .	9. 5. 85	17. 6. 85	181 19 1	26. 7. 85	28. 7. 85	19. 9. 85
Ballyroan, . . .	20. 7. 85	12. 9. 85	208 18 0	14. 4. 86	15. 4. 86	5. 5. 86

I.—LIST of BUILDING APPLICATIONS aided during the year 1885, with Tabulation, showing the Progress towards Erection of the School-houses, from date of reference to BOARD of WORKS for REPORT on Site as described in Lease Queries till transmission of Plans to Applicant—continued.

COUNTY AND NAME.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Receipt of Lease executed.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans to Board of Works to Applicant.
			£ s. d.			
WESTMEATH:						
Glendana, . . .	20. 1. 85	27. 2. 85	187 0 0	24. 3. 85	28. 3. 85	4. 9. 85
St. Mary's, m. . .	11. 7. 84	8. 8. 84	706 12 0	6. 11. 85	11. 11. 85	31. 3. 86
Bahagh, m. and f.	26. 3. 85	15. 5. 85	277 3 4	28. 10. 85	28. 10. 85	27. 11. 85
Ballymore, m. & f.	13. 4. 85	27. 5. 85	554 9 0	Lease not executed.		—
WEXFORD:						
Horswood, m. & f.	1. 11. 84	23. 12. 84	389 18 0	25. 2. 85	7. 3. 85	25. 3. 85
Ballyroebuck, . .	9. 8. 84	9. 9. 84	254 13 8	22. 5. 85	27. 5. 85	20. 6. 85
Forth, . . .	26. 3. 85	15. 5. 85	309 11 0	1. 7. 85	3. 7. 85	18. 7. 85
Wexford, m. . .	27. 3. 85	15. 5. 85	256 15 7	7. 7. 85	8. 7. 85	18. 7. 85
Wexford Conv't. (2)	4. 5. 85	17. 8. 85	463 1 0	28. 9. 85	1. 10. 85	3. 11. 85
GALWAY:						
Inchmonee, . . .	12. 11. 84	11. 12. 84	158 19 4	15. 7. 85	17. 7. 85	21. 8. 85
Caherlestrane, m. and f.	18. 4. 85	4. 5. 85	407 0 0	14. 7. 85	14. 7. 85	21. 8. 85
Woodlawn, . . .	13. 4. 85	27. 5. 85	270 11 8	18. 6. 85	19. 6. 85	3. 7. 85
Cartonkeel, . . .	27. 8. 84	33. 9. 84	235 15 0	22. 9. 85	5. 8. 85	5. 8. 85
Derree, m. and f.	27. 8. 84	10. 10. 84	360 15 0	22. 9. 85	5. 8. 85	5. 8. 85
Loxagh, m. & f.	9. 8. 85	9. 7. 85	264 4 4	5. 11. 85	4. 11. 85	24. 11. 85
Milltown, . . .	31. 7. 85	29. 9. 85	245 17 10	Grant cancelled.		—
Dalgin, . . .	25. 6. 85	28. 9. 85	299 8 11	2. 11. 85	4. 11. 85	24. 11. 85
Gortaleam, m. & f.	10. 8. 85	31. 10. 85	309 8 0	19. 11. 85	20. 11. 85	11. 12. 85
LESTERY:						
Dramahambo, m. and f.	12. 3. 85	23. 3. 85	401 18 0	6. 8. 85	7. 8. 85	25. 8. 85
Carriek-on-Shannon Conv't.	29. 4. 85	24. 6. 85	1,118 13 4	14. 12. 85	16. 12. 85	3. 3. 86
Tullycreeva, . .	22. 4. 85	20. 5. 85	256 4 0	11. 6. 85	11. 6. 85	27. 11. 85
Kilmore, m. & f.	1. 9. 85	7. 10. 85	282 9 10	29. 1. 86	30. 1. 86	19. 2. 86
MAYO:						
Seefin, . . .	23. 2. 85	10. 4. 85	201 14 4	24. 8. 85	27. 8. 85	4. 9. 85
Shanahoe, . . .	16. 12. 84	27. 1. 85	206 15 7	19. 6. 85	22. 6. 85	9. 7. 85
Corrison, m. & f.	4. 7. 84	11. 8. 84	339 9 8	25. 7. 85	28. 7. 85	5. 8. 85
Roslee, m. and f.	12. 1. 85	19. 2. 85	396 8 8	Lease not executed.		—
Coomlyon, m. & f.	11. 6. 85	24. 6. 85	599 5 4	5. 10. 85	5. 10. 85	24. 11. 85
Twynagh, m. and f.	22. 2. 85	24. 6. 85	400 8 0	5. 10. 85	5. 10. 85	20. 10. 85
Geesala, . . .	20. 5. 85	7. 8. 85	259 12 8	5. 10. 85	9. 10. 85	20. 10. 85
Loughanamon, . .	31. 7. 85	25. 8. 85	150 0 0	Ground already leased.	18. 9. 85	17. 9. 85
Lethmoh, . . .	19. 8. 85	18. 8. 85	221 0 0	7. 11. 85	18. 11. 85	24. 12. 85
Glann, m. and f.	31. 6. 85	12. 10. 85	395 8 11	7. 11. 85	10. 11. 85	24. 11. 85
ROSCOMMON:						
Greaghafarna, . .	12. 3. 85	6. 6. 85	271 11 8	12. 9. 85	14. 9. 85	29. 9. 85
Curragmore, m. and f.	13. 6. 85	20. 7. 85	391 8 4	16. 11. 85	18. 11. 85	1. 12. 85
Ballymurray, m. and f.	22. 6. 85	18. 8. 85	136 8 8	3. 10. 85	9. 10. 85	4. 11. 85
Liscul, m. and f.	7. 9. 85	31. 10. 85	432 14 0	11. 1. 86	12. 1. 86	25. 2. 86

II.—LIST OF VISITED SCHOOLS to which GRANTS for IMPROVEMENTS were made during 1885, with Tabulation, showing the Progress made in Executing the Works from time of referring case to BOARD of WORKS for Estimate, till Plans, &c., were transmitted to Madager.

COUNTY.	Dis- trict.	Sch. No.	School.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Advice of Grant to Board of Works.	Date of Trans- mission of Plans and Specifi- cations to Madagers by Board of Works.
						£ s. d.		
Desagul.	1	5164	Tory Island, . . .	23. 10. 84	13. 12. 84	50 0 0	10. 1. 85	5. 2. 85
Clare	42	3263	O'Callaghan's Mills, m.	29. 11. 84	30. 12. 84	2 0 0	12. 1. 85	5. 2. 85
Kerry.	57	10663	Letterlish, . . .	1. 8. 84	3. 1. 85	8 0 0	19. 1. 85	12. 2. 85
Tyreco.	16	2632	Tullyallen, . . .	19. 11. 84	6. 12. 84	10 0 0	18. 1. 85	31. 1. 85
Andria.	3	12148-6	Rumman, . m. and f.	18. 10. 84	27. 11. 84	3 0 0	23. 1. 85	No plans.
Tyrosa.	14	12384	Legamaghery, . . .	8. 8. 82	19. 1. 85	6 13 4	2. 2. 85	12. 2. 85
Galway.	34	12310	Brichhill, . . .	6. 12. 84	19. 12. 84	64 0 0	1. 3. 85	25. 3. 85
Mayo.	32	1316	Ballyfarmagh, . . .	39. 4. 84	11. 2. 85	4 6 8	25. 2. 85	9. 3. 85
Cork.	39	12558	Ardagh, . . .	10. 11. 83	28. 1. 85	98 10 0	23. 2. 85	18. 3. 85
Do.	55	10361-2	Dremanariglo, m. & f.	14. 1. 85	17. 2. 85	22 4 8	4. 3. 85	18. 3. 85
Desagul.	2	2335	Ture, . . .	11. 12. 84	31. 1. 85	30 0 0	12. 3. 85	30. 3. 85
Tyrosa.	14	3847	Dunmoyle, . . .	31. 1. 85	2. 3. 85	2 0 0	16. 3. 85	25. 3. 85
Armagh.	11	12039	Turmoyle, . . .	17. 2. 85	9. 3. 85	6 13 1	7. 4. 85	No plans.
Dona.	19	2461-2	Dunavan, . m. and f.	7. 3. 85	16. 3. 85	30 6 8	27. 3. 85	Do.
Cork.	61	3422-3	Clogagh, . m. and f.	4. 6. 84	12. 2. 85	32 5 10	27. 3. 85	Do.
Clare.	61	3373	Sallybank, . . .	8. 12. 84	23. 3. 85	18 0 0	21. 4. 85	29. 4. 85
Kerry.	57	2417	Fishes, . . . m.	23. 9. 84	27. 1. 85	66 8 11	23. 4. 85	14. 5. 85
Cork.	59	12333-4	Cachergal, . m. and f.	27. 10. 84	14. 4. 85	11 8 8	24. 4. 85	9. 6. 85
Clare.	42	12784	Tulla, . . . m.	23. 3. 85	23. 4. 85	140 0 0	5. 5. 85	4. 9. 85
Do.	-	11950-1	Bodyke, . m. and f.	21. 2. 85	29. 4. 85	7 13 0	8. 5. 85	10. 7. 85
Tyreco.	6	12976, 12977	Dromolamph, m. and f.	13. 4. 85	9. 4. 85	24 0 0	8. 5. 85	24. 11. 85
Tipperary.	36	1594	Roosree, . . . m.	11. 2. 85	29. 4. 85	213 6 8	18. 5. 85	23. 2. 86
Londerry.	3	8424	Milltown, . . . m.	27. 10. 84	8. 5. 85	17 6 8	18. 5. 85	23. 2. 86
King's.	36	4972	Cloghan, . . .	11. 2. 85	14. 5. 85	67 6 8	30. 10. 85	16. 12. 85
Down.	39	421-2 and 12908	Glin, . . . m. f. and f.	30. 4. 85	18. 5. 85	10 12 4	25. 5. 85	17. 5. 85
Clare.	61	6317	Derrynareigh, . . .	4. 2. 85	5. 5. 85	101 6 8	27. 5. 85	9. 7. 85
Cork.	58	9448	Glacogoe, . . .	15. 2. 85	19. 6. 85	102 0 0	18. 6. 85	11. 8. 85
Sligo.	21	4862-3	Chonacoele, m. and f.	17. 10. 84	29. 5. 85	2 0 0	9. 6. 85	No plans.
Kerry.	59	10326	Isleiton, . . . f.	8. 5. 85	29. 5. 85	1 1 4	19. 6. 85	14. 7. 85
Clare.	42	10388	Cappahane, . . .	13. 4. 85	4. 5. 85	2 14 8	13. 6. 85	9. 7. 85
Cork.	61	6188-7	Berrings, . m. and f.	24. 8. 85	22. 8. 85	113 1 0	12. 6. 85	8. 7. 85
Galway.	34	4341	Kilkerria, . . .	9. 5. 85	17. 6. 85	44 9 7	13. 1. 86	1. 9. 86
Do.	35	2299	Lakyle, . . .	12. 3. 85	19. 6. 85	27 8 11	25. 7. 85	19. 9. 85
Kerry.	59	12744-5	Dromacurra, . . .	28. 5. 85	18. 6. 85	10 13 9	12. 8. 85	29. 8. 85
Cork.	61	12606-7	Timoleague, m. and f.	12. 5. 85	28. 8. 85	29 9 8	5. 9. 85	No plans.
Tipperary.	43	12751	Tonagha, . . .	4. 9. 85	10. 9. 85	75 6 8	19. 9. 85	7. 11. 85
Fermanagh.	13	3145	Immanree, . . .	8. 5. 85	2. 7. 85	13 6 8	18. 9. 85	20. 10. 85
Tyrosa.	14	2785	Grossan, . . .	28. 8. 85	23. 9. 85	10 0 0	10. 10. 85	7. 11. 85
Clare.	48	2182	Kilkee, . . . f.	14. 11. 84	19. 9. 85	1 0 0	14. 10. 85	25. 11. 85
Cork.	46	4118, 6214	Lemlara, . m. and f.	30. 6. 85	25. 9. 85	15 6 8	9. 10. 85	No plans.
Tyrosa.	14	14676	Cronny, . . .	2. 9. 85	29. 9. 85	2 0 0	4. 11. 85	27. 11. 85

II.—LIST of VESTED SCHOOLS to which GRANTS for IMPROVEMENTS were made during 1885, with Tabulation, showing the Progress made in executing the Works from time of referring case to BOARD of WORKS for Estimate, till Plans, &c., were transmitted to Manager—*continued*.

County.	District.	Roll No.	School.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans and Specifications to Manager by Board of Works.
King's.	88	5972	Cloghan, . . . f.	80. 5. 85	8. 7. 85	£ s. d. 151 0 0	29. 10. 85	No plan submitted.
Down.	10	5997-8	Donaghadee, m. and f.	2. 9. 85	18. 10. 85	9 0 0	7. 11. 85	16. 11. 85
Keery.	57	5183	Glossagullagh, . .	26. 9. 85	29. 10. 85	2 0 0	11. 11. 85	10. 12. 85
Armagh.	19	8194	Ballinlisa, . . .	28. 12. 84	19. 1. 85	4 13 4	28. 2. 85	17. 3. 85
Dublin.	38	8294	Ballycorus, . . .	2. 5. 85	13. 10. 85	3 0 0	18. 12. 85	10. 12. 85
Keery.	58	8480	Lehad, . . .	8. 6. 85	15. 10. 85	80 6 11	13. 11. 85	10. 12. 85
Do.	59	1797	Lisdown, . . .	27. 1. 85	18. 8. 85	14 13 4	19. 11. 85	21. 1. 86
Fermanagh	13	9818	Tempo, . . .	11. 11. 85	28. 11. 85	2 0 0	27. 11. 85	10. 12. 85
Galway.	34	1885	Freeport, . . .	4. 11. 85	21. 11. 85	48 75 0	27. 11. 85	18. 12. 85
Cork.	56	3569-8068	Lyre, . . . m. and f.	19. 11. 85	2. 12. 85	18 15 4	11. 12. 85	11. 1. 86
Fermanagh	18	12609	Coolancea, . . .	4. 9. 85	19. 11. 85	10 15 4	22. 12. 85	11. 1. 86
Leitrim.	31	11182	Adoom, . . .	13. 10. 85	30. 11. 85	80 0 0	19. 12. 85	28. 1. 86
Kerry.	57	11748	Glanmore, . . .	19. 11. 85	11. 12. 85	6 0 0	19. 12. 85	21. 1. 86
Fermanagh	14	11194	Aghaveery, . . .	20. 11. 85	15. 12. 85	18 0 0	11. 1. 86	28. 1. 86

APPENDIX L.

LIST of TEACHERS to whom CARLISLE and BLAKE PREMIUMS were awarded for the year 1885.

	Teacher.	School.	District.	Amount of Gratuity.
Head-Inspector Patterson's Group,	Miss Jane Catbarr,	Clogheen, . f.	53	7
	Miss Margaret Smyth,	Carrigeen, . f.	49	6
	Miss Kate Fitzsimon,	Hospital, . f.	46	4
" M'Callum's "	Mr. Robert Browne,	St. James's . .	8	7
	Mr. William Erskine,	Grosvener-road, .	9	6
	Mr. Wesley Forbes,	Tullycarnett, . .	10	4
" Molloy's "	Mr. Thomas Jackson,	Macosquin, . .	8	7
	Mr. Thomas Collins,	Loy, . . m.	7A	6
	Miss Matilda Wytheate,	Derry, . . f.	2	4
" Seymour's "	Mr. John Treasdale,	Kilrush, . . m.	45	7
	Miss Maria Pacey, .	Killavilla, . . f.	21	6
	Mr. Michael Rowney,	Ballysadare, . m.	12	4
" MacSheehy's "	Miss Margaret M. Smith,	Summerhill, . .	60	7
	Miss Kate Tuckill, .	Ballybooly, . . f.	56	6
	Mr. John Cashell, .	Derinagroe, . m.	55	4
" Fitzgerald's "	Mrs. Charlotte Duncan,	Leaghew, . . .	29	7
	Mrs. Margaret Duffy,	Nohlee, . . . f.	24	6
	Mr. Joseph Bell, .	Windsor Hill, . m.	19	4

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APPENDIX M.

QUESTIONS proposed at Examinations of Teachers and Monitors,
July, 1885.

I.—MALES.

METHODS OF TEACHING.—60 marks.

An hour and a half allowed for this paper.

Only five questions to be attempted.

1. In what ways has the problem of perpetual employment been solved in our National schools? Describe two simple methods fully, and explain under what circumstances one is to be preferred to the other.

12 marks.

2. What are the advantages, generally, of systematic preparation of notes of lessons by teachers? Write notes of a first lesson on vulgar fractions.

12 marks.

3. Explain clearly, and illustrate by an example, the difference between the analytic and synthetic methods of teaching. In what important respect is the former the more advantageous?

12 marks.

4. When religious instruction follows secular in a school, what preliminary arrangements must be made by the teacher before commencing the religious instruction? State clearly the cases in which the Religious Instruction Certificate Book is to be used.

12 marks.

5. What is the phonic method of teaching reading? State the difficulties which it was intended to remove, and what are the objections to its introduction.

12 marks.

6. What is the object of "Competitive Work" in teaching arithmetic? How may it be carried on?

6 marks.

7. What hints relating to order and discipline, should be given to monitors when training them for their duties.

6 marks.

8. Show that orthography may be learned more easily and effectually without spelling-books than by their sole use.

6 marks.

9. Name two evils arising from the excessive use of slates in writing and arithmetic?

6 marks.

10. What is the double task a teacher has to perform when questioning on the subject matter of a lesson? What suggestions are given in the Hand Book in reference to this matter?

6 marks.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five of these questions, of which the parsing exercise must be one, are to be attempted.*

1. *Lady.*—I had not thought to have unlocked my lips
In this unhallowed air, but that this juggler
Would think to charm my judgment, as mine eyes,
Obtruding false rules pranked in Reason's garb.
I hate when Vice can bolt her arguments,
And Virtue has no tongue to check her pride.
Impostor! do not charge most innocent Nature,
As if she would her children should be riotous
With her abundance.

- (a.) Parse the words in italics.
- (b.) Write notes on "*to have unlocked*," and on "*mine*." 20 marks.
2. (a.) Make a list of *ten* words of Latin origin taken from the foregoing passage; giving, in each case the Latin root and its meaning. 10 marks.
- (b.) Give the derivation of the following words, tracing the present meaning from the root:—*Amythyst*, *Bedlam*, *Hermit*, *Rubric*, *Parasite*, *Alligator*, *Hammercloth*. 10 marks.
3. Trace the growth of the English language from the Norman Conquest to the present day; giving approximately the date of each period, and naming one or two typical authors in each. 10 marks.
4. Give a particular analysis of the following passage; explaining the details, as you would to a class:—
- But oh, the heavy change, now thou art gone,
Now thou art gone, and never must return!
Thee, Shepherd, thee the woods, and desert caves
With wild thyme, and the gadding vine o'ergrown,
And all their echoes mourn.
The willows, and the hazel copses green,
Shall now no more be seen,
Fanning their joyous leaves to thy soft lays. 10 marks.
5. Correct or defend the following sentences, giving your reasons fully in each case.
- (a.) *And many a holy text around she strows,
That teach the rustic moralist to die.*
- (b.) *Sparta hath many a worthier son than he.*
- (c.) *Every thought and feeling are opposed to it.*
- (d.) *Sailing up the river, the whole town may be seen.*
- (e.) *Adam the goodliest man of men since born,
The fairest of her daughters Eve.* 10 marks.
6. What restriction is observed by good writers in the use of the inflected possessive of nouns? 6 marks.
7. Give a definition of *clearness of style*; and quote two of the rules given for securing it. 6 marks.
8. The conjunction "*or*" has a twofold use and signification. Explain and give an example of each. 6 marks.
9. Account for the common expression "*I am mistaken*." 6 marks.
10. Explain what is meant by "*poetic license*"; giving examples. 6 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for the papers.

N.B.—Only five questions to be attempted.

1. (a.) What are the different ways of determining latitude?
- (b.) Putting "*l*" for latitude, "*z*" for sun's zenith distance, and "*d*" for the sun's declination; give the various formulæ which will determine "*l*," when "*z*" and "*d*" are given. Explain the different cases.
- (c.) The latitude of a place is 50° north, what is the meridian altitude of the sun on 21st June? 12 marks.
2. State generally what are the causes, and what are the effects of ocean currents. Illustrate your answer by reference to the "south connecting," and "Agulhas" currents. 12 marks.

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3. Draw an outline map of the portion of North America south of the parallel of 40° north latitude. Indicate the boundaries of the different countries, and mark the principal mountains, rivers, towns, and islands near the coast. 12 marks.
 4. Trace the most important submarine mountain chains; giving the names of the principal summits. 12 marks.
 5. State what you know (a) of the mineral resources, (b) of the climate, (c) of the chief towns of New Zealand. 12 marks.
 6. How many species of plants were known to Humboldt? Of these how many were of the class *cryptogamia*? 6 marks.
 7. Give the ancient names of Hungary, Jutland, Sea of Azov, Negropont, River Don. 6 marks.
 8. Name the principal exports of Mexico, Caraccas, Algiers, Brazil, and Norway. 6 marks.
 9. Give the substance of Hind's observations regarding Asteroids. 6 marks.
 10. State the principal characteristics of the American-Indian race. 6 marks.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

1. Prove the following rule for finding the amount at compound interest of a given sum for a given number of years at a given rate per cent. per annum:—Divide the amount of £100 for one year at the given rate by 100; raise the quotient to the power denoted by the number of years; and multiply the result by the principal. 20 marks.
2. The true discount on a sum due $1\frac{1}{4}$ years hence is $\frac{1}{11}$ of the simple interest, and the discount and interest together amount to £12 15s. 9d.; find the sum and the rate per cent. at which the interest is calculated. 20 marks.
3. In a company paying 10 per cent. on all its capital, a person buys a £100 share at 92 premium, and afterwards he takes up a new share allotted to him at par and finds he makes 6 per cent. on his money; what was the amount of the new share? 20 marks.
4. At a siege it was found that a certain length of a trench could be dug by the soldiers and navvies in 4 days, but that when only half the navvies were present, it required 7 days to dig the same length of trench; what proportion of the work was done by the soldiers? 20 marks.
5. (a.) Multiply together the undenary numbers 58t3 and t97. (Note t is the symbol for 10.)
 (b.) Express 34.625 in the duodecimal scale. 20 marks.
6. The joint stock of three merchants amounts to £2,128; A's stock continues in trade 5 months, B's 8 months, and C's 12 months; A's share of the gain is £114, B's £138 4s., and C's £165; what was the stock of each? 10 marks.
7. What is meant by the par of exchange between two countries? When is the exchange said to be against a country? Explain briefly why the course of exchange between two countries varies. 10 marks.
8. Express $\log_{10} 10125$ in terms of $\log_{10} 2$ and $\log_{10} 3$. 10 marks.

9. Prove that the product of any two consecutive even numbers must contain 8 as a factor. 10 marks. *Appendix M*
10. A railway company charges first class passengers half as much again as second class passengers, and persons who travel by express half as much again as first class passengers in ordinary trains. The second class fare for 84 miles is 10s. 6d. What will be the fare by express for 256 miles? 10 marks. *Examination Questions*
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GEOMETRY AND MENSURATION—100 Marks.

Two hours and a half are allowed for this paper.

N.B.—Only five questions to be attempted.

- (a) Show that if an angle of a triangle be bisected by a straight line which likewise cuts the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the segments of the base together with the square of the straight line bisecting the angle; (b) find the length of the bisector when the sides are 25 and 16, and the base 24.6. 20 marks.
- (a) Bisect a given rectangle by two straight lines parallel to two of its adjacent sides and equally distant from them; (b) and apply this to solve the following problem:—A rectangular garden, 100 feet long and 80 feet broad, is surrounded internally by a border of uniform breadth; this border is just half the garden; find its breadth. 20 marks.
- The squares of two straight lines drawn from any point in a diameter of a circle, or in its continuation, to the extremities of a chord parallel to it, are together equal to the squares of the segments between the point and the extremities of the diameter. 20 marks.
- Give the reason of the ordinary rule for finding the area of a triangle when the three sides are given, (viz. :—"From half the sum of the three sides, &c. &c.") Do not make use of Trigonometrical formulae. 20 marks.
- Given the base of a triangle, the vertical angle, and the radius of the inscribed circle; construct the triangle. 20 marks.
- The parallelograms about the diagonal of any parallelogram are similar to the whole and to one another. 10 marks.
- Given base, vertical angle, and difference of the sides of a triangle; construct the triangle. 10 marks.
- The squares of the straight lines drawn from any point to two opposite angles of a rectangle are together equal to the squares of those drawn to the other angles. 10 marks.
- Find the locus of the middle point of a straight line of given length which subtends a right angle given in position. 10 marks.
- Prove that the area of an equilateral triangle is equal to one-fourth the square of a side multiplied by the square root of 3; and express the rule in its simplest form. 10 marks.

ALGEBRA.—100 marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

- If three numbers are in G. P. and the mean be added to each, then the reciprocals of these sums are in A. P. 20 marks.
- If p and q be the roots of the equation, $ax^2 - bx + c = 0$ find the equation whose roots are $(p^2 + q^2)$ and $\left(\frac{p}{q} + \frac{q}{p}\right)$. 20 marks.

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3. Simplify—

$$\frac{(a-m^2)}{p^2-q^2} \div \frac{a^2-m^2}{p^2+pq+q^2} \times \frac{p^2-p^2q}{a^2-2am+m^2} \quad 20 \text{ marks.}$$

4. Solve the equation—

$$x^2 + \sqrt{x^2 - x - 6} = x + 48. \quad 20 \text{ marks.}$$

5. Find x and y from the equations—

$$\begin{cases} x^4 + x^2y^2 + y^4 = 21 \\ x^2 + xy + y^2 = 7. \end{cases} \quad 20 \text{ marks.}$$

6. If $x = \sqrt[3]{a + \sqrt{a^2 + b^3}} + \sqrt[3]{a - \sqrt{a^2 + b^3}}$ show that $x^3 + 3bx - 2a = 0$.

10 marks.

7. Solve the equation—

$$\frac{x^2 + 3x + 2}{x + 1} - \frac{x^2 - x - 6}{x + 2} = \frac{5x}{2}. \quad 10 \text{ marks.}$$

8. Divide the sum of $\frac{\sqrt{x} + \sqrt{a}}{\sqrt{x} - \sqrt{a}}$ and $\frac{\sqrt{x} - \sqrt{a}}{\sqrt{x} + \sqrt{a}}$ by their difference.

10 marks.

9. Find a number such that when it is divided into two equal parts, and also into three equal parts, their continual products are the same.

10 marks.

10. Extract the square root of $33 - 20\sqrt{2}$.

10 marks.

REASONING—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

1. Give the substance of the remarks in the "Introduction" on common terms.

10 marks.

2. What is the least number of universal terms possible in a valid syllogism? Prove strictly.

10 marks.

3. What fallacies in conditional syllogisms correspond respectively to those of "undistributed middle" and illicit process of the "major" in Categorical Syllogisms?

10 marks.

4. Give moods with *particular negative* for conclusion. Show in regard to any two of such moods how *illicit process* would arise, if *universal negative* conclusions were drawn.

10 marks.

5. What are the Predicables? Name some, and explain the term.

10 marks.

6. What methods are adopted to make undue assumption of a premise, and irrelevant conclusion escape detection.

5 marks.

7. Convert in two ways the following proposition, naming the kinds of conversion used:

"All dishonest conduct is to be condemned." 5 marks.

8. What is meant by saying that the validity of a syllogism is independent of the "matter" of the premisses?

5 marks.

9. What is meant by using words in a first, and in a second intention.

5 marks.

10. In the Third Figure what sort of conclusions only can be drawn, and why?

5 marks.

COMPOSITION.—50 Marks.

One hour and a half allowed.

Results of the Invention of Printing;

Or,

"All is not gold that glitters."

HISTORY.—40 Marks.

One hour and a half allowed for this paper.

Only five questions to be attempted.

1. Trace the course of the Northmen about the ninth century ; and say what states they founded. 8 marks.
2. How did Charles V. acquire so large an empire ? How did it pass from him, and to whom ? 8 marks.
3. State clearly how Brandenburg grew into modern Prussia, and when each important province was added. 8 marks.
4. Name the most distinguished Spartan and Athenian Lawgivers ; and state the effects of their laws on the inhabitants of those states respectively, as manifested in their national peculiarities. 8 marks.
5. Mention the circumstances that led to the Punic Wars ; and give the date of the important event that terminated them. 8 marks.
6. Give an outline of the events that led to the signing of Magna Charta—naming the most distinguished leaders against the king, and the title assumed by their forces. 4 marks.
7. At what date were the Danes in possession of the greater part of Ireland ; and by whom were they defeated and expelled the country ? 4 marks.
8. Who was the last king of Athens ? What order of rulers succeeded him ; and how were their powers limited. 4 marks.
9. Give date of two sieges of Vienna by the Turks. How was the city saved in each case ? 4 marks.
10. Assign historical events to Lucknow, Salamis, Sadowna, and Culloden. 4 marks.

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MECHANICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

1. State and prove the fundamental proposition of the composition of parallel forces (*a*) acting in the same direction, (*b*) acting in opposite directions. 10 marks.
2. Define a twist or couple. When will two twists or couples be in equilibrium ? 10 marks.
3. A weight of 100 pounds on a plane inclined at 45° draws a weight of 50 pounds on a plane inclined at 30° , by means of a cord over the common vertex of the two planes : find velocity acquired in the first second, and space passed over in three seconds. 10 marks.
4. Obtain an expression for the time of oscillation of a simple pendulum. 10 marks.
5. The base A B of a triangle A B C is divided in D into segments A D and D B in the ratio of *n* to *m* ; forces $m \times O A$ and $n \times O B$ act along the sides, prove that their resultant is $(m+n) \times O D$. 10 marks.
6. A uniform bar of iron 20 inches long, weighing 15 lbs., has a weight of 12 lbs. suspended from its extremity ; where must the fulcrum be placed that the bar may be supported horizontally ? 5 marks.
7. The velocity acquired by a body in running down an inclined plane is equal to the velocity acquired in falling down the height of the plane. Prove this. 5 marks.

Appendix M.	8. If two forces meet in a point, their moments with respect to any point on their resultant are equal and opposite; prove this.	5 marks.
Examination Questions.	9. How do you find the centre of gravity of a polygon?	5 marks.
Male Teachers.	10. Point out the advantages of the differential axle, and deduce an equation expressing the relation between the power and the weight with this machine.	5 marks.
A Papers.		

HYDROSTATICS AND HYDRAULICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

1. Show how the amplitude of the wave varies with distance from the centre of disturbance in (1) a straight, narrow canal; (2) an indefinitely extended surface; (3) an indefinitely extended mass of three dimensions. 10 marks.
2. Explain what is meant by the centre of fluid pressure on an immersed surface; and determine the centre of pressure in case of (a) a rectangle having one edge at the water level; (b) a triangle having its base at the water level. 10 marks.
3. Assuming "Boyle and Mariotte's law" on the relation between pressure and volume in gases, prove that the molecular repulsion between the particles of a gas varies inversely as the distance between the particles. 10 marks.
4. The cylinder of an air pump being one-tenth the volume of receiver and tube, determine the barometric pressure inside the receiver after the eighth stroke, the original pressure being 30 inches. 10 marks.
5. A nugget weighs 12 oz., its specific gravity is 7.5, what weight of fine gold does it contain the specific gravity of quartz being 2.6, and of gold 19.3? 10 marks.
6. From what three causes does the resistance to the motion of the water in a river arise, and show which is the most potential? 5 marks.
7. How is the specific gravity of a solid lighter than water ascertained? Give an example in illustration. 5 marks.
8. Describe the principle and the action of the lifting pump, and of the force pump. 5 marks.
9. What is the theoretical work of a waterfall, and what proportion of this may be utilised in each of the three classes of water wheels? 5 marks.
10. Show how to find by "Nicholson's hydrometer" the specific gravity of a liquid, and deduce the formula. 5 marks.

HEAT AND THE STEAM ENGINE.—50 Marks.

One hour and a half allowed.

Only five questions to be attempted.

1. What is meant by the absolute and the apparent expansion of a liquid respectively? Describe Dulong and Petit's method of finding the absolute expansion of mercury. 10 marks.
2. The latent heat of steam is 968° F. Explain fully the meaning of this. Enunciate the principal laws that regulate the phenomena of vaporisation. 10 marks.
3. Describe the construction and use of the safety-valve, and mention any circumstances that hinder its efficiency. 10 marks.

4. The specific heat of gold is 32, that of water being 1,000. Find how many pounds of gold would be heated from 50° to 60° F., by one pound of water, whilst the latter cools from boiling point to 60° F. 10 marks. *Appendix M. Exam. nation Questions.*
5. Describe the remarkable properties displayed by rock-salt in the transmission of heat rays, both luminous and dark. 10 marks. *Male Teachers.*
6. Why are two cylinders necessary in a marine engine, and why would one suffice in an ordinary locomotive or a stationary engine? 5 marks. *A Papers.*
7. The tendency of a boiler to burst depends very much on its shape and the consequences of an explosion depend very much on its material. Discuss both these statements. 5 marks.
8. How can the effect of the compression of air be utilized to freeze water? 5 marks.
9. Water is an exception to the general principle that bodies expand when heated and contract when cooled. Explain this; and show how it affects the economy of nature. 5 marks.
10. Describe Leslie's experiments on radiant heat, and state their results. 5 marks.

LIGHT AND SOUND.—50 Marks.

One hour and a half allowed.

Only five questions to be attempted.

1. Describe by aid of a diagram the formation of the image of an object seen through a double convex lens, when the object is placed between the principal focus and the lens. 10 marks.
2. A luminous point under water is visible within only a limited area above the surface. Explain fully the principle upon which this fact depends, and illustrate your answer by a diagram. 10 marks.
3. A solar beam enters a dark room through a small aperture in the window shutter. Explain by aid of a diagram what occurs when you place against the aperture (a) a plano-convex lens, (b) a plano-concave lens, (c) a crystal of Iceland spar. 10 marks.
4. Describe an experimental method of determining the number of vibrations per second that produces a given musical note. 10 marks.
5. Define the term *node*; and show by reference to an experiment how the nodes may be determined in the case of (a) a vibrating string, and (b) a vibrating bell. 10 marks.
6. Sketch a magic lantern including the lenses, and explain the formation of the image on the screen. 5 marks.
7. How would you prove (a) analytically, (b) synthetically, the composite nature of white light? 5 marks.
8. In what essential respect does the music of a flute played in a diving bell differ from that of the same flute played on top of a high mountain? Explain your answer. 5 marks.
9. Explain the difference between a musical note and a noise. 5 marks.
10. Explain the difference between flint and crown glass as regards their refractive and dispersive powers, and show what practical advantage has been taken of this difference. 5 marks.

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MAGNETISM AND ELECTRICITY.—50 Marks.

One hour and a half allowed.

Only five questions to be attempted.

1. Explain precisely how far the metallic coatings of a Leyden jar are concerned in charging the apparatus with electricity and in discharging it. What is meant by the *residual charge*? Account for it. 10 marks.
2. Define the terms *anode*, *cathode*, and *electrolyte*. Who suggested their adoption and why? 10 marks.
3. Explain all you know about secondary currents as regards production, duration, and direction. 10 marks.
4. Give a brief description of the electrolytic process with a sketch of the apparatus employed. 10 marks.
5. A bar of soft iron is inserted within a helix of insulated copper wire through which a powerful current of electricity is passing, and then withdrawn after a few minutes. A bar of steel is similarly inserted and withdrawn after a few minutes. Describe exactly the condition of each bar, (a) during the time it is within the helix, (b) after its removal. 10 marks.
6. Describe the construction and use of the cylinder electrical machine and show how it can be used to charge a body directly with negative electricity. 5 marks.
7. Describe the changes of *dip* and of *variation* to which the magnetic needle is subject. 5 marks.
8. An excited glass rod held over small paper cuttings on a table causes them to dart rapidly to and fro between the table and the rod. Explain this phenomenon. 5 marks.
9. Explain how it is possible at a telegraph station to estimate the distance of a fault that has occurred in a conducting wire. 5 marks.
10. How is the thermo-electric multiplier constructed; and to what useful purpose is it applicable? 5 marks.

INORGANIC CHEMISTRY.—50 Marks.

One hour and a half allowed.

Only five questions to be attempted.

1. Four bell-jars containing respectively oxygen, hydrogen, nitrogen, and carbonic acid stand over a pneumatic trough, by what tests would you distinguish them? 10 marks.
2. Describe the preparation of chlorine, and give the equation showing the chemical reaction in the process. What are the chief properties of this gas; and to what is its efficacy as a disinfectant due? 10 marks.
3. Describe the properties of potassium, and of any two of its compounds. 10 marks.
4. Give the names and formulæ of the several compounds of oxygen and nitrogen, and describe the preparation and properties of any one of them. 10 marks.
5. Name the chief impurities to be removed from coal gas; describe how each of them is separated from it; and indicate the tests to ascertain if the gas is free from them. 10 marks.

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| 6. What is amorphous phosphorus? How is it prepared, and in what respects does it differ from ordinary phosphorus? | 5 marks. | Appendix,
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| 7. State the law of diffusion of gases, and explain how it may be illustrated by experiment. | 5 marks. | |
| 8. Give the formula of ammonium. How is its metallic nature established? | 5 marks. | Mate
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| 9. What is an alloy? Give the composition of brass, bronze, bell-metal, type-metal, soft solder. | 5 marks. | |
| 10. Explain how the colour may be partially bleached from a piece of cloth, so as to leave a pattern. | 5 marks. | |

ORGANIC CHEMISTRY.—50 Marks.

One hour and a half allowed.

Only five questions to be attempted.

1. Give the preparation, properties, and tests of tartaric acid. 10 marks.
2. What is meant by 'destructive distillation'? How is an organic compound subjected thereto affected during the process? 10 marks.
3. Name in order the operations of brewing, and explain the chemical changes effected at each step. 10 marks.
4. An organic compound is supposed to contain phosphorus and chlorine; how would you detect the presence of each? 10 marks.
5. State various means of preventing putrefaction, and explain on what the efficacy of each depends. 10 marks.
6. What are Rochelle salt, collodion, and fusel oil, respectively? 5 marks.
7. Describe the relative values of whole meal, fine flour, and bran, for forming fat, muscle, and bone. 5 marks.
8. Name the organic constituents of butter; and describe how you could obtain any one of them, from any other source. 5 marks.
9. Give the solvents of caoutchouc, coagulated albumen, and gum-resin respectively. 5 marks.
10. By what single test may a solution of malic acid be distinguished from a solution of citric acid? 5 marks.

AGRICULTURAL CHEMISTRY.—50 Marks.

One hour and a half allowed.

Only five questions to be attempted.

1. Name the sources which contribute carbonic acid gas to the atmosphere. How does nature prevent an undue accumulation of this gas in the atmosphere? 10 marks.
2. What is the predominating ingredient in soils formed from clay-slate? What is the character of such soils in respect of fertility? 10 marks.
3. How is nitric acid formed naturally? Name another substance having high value as a manure on account of its nitrogen. 10 marks.
4. Describe the composition of bones and their action as manure. 10 marks.

Appendix.	5. Limestone. Give its composition, and explain the effects of lime upon the soil and upon the plant.	10 marks.
Examination Questions.	6. Describe the cause of exhaustion of soils through over cropping without manuring.	5 marks.
Male Teachers.	7. What is meant by green manuring? Name some crops to which this process is suited.	5 marks.
A Papers.	8. Give a description of soil formation. Whence comes the organic portion of soils?	5 marks.
	9. Water. Give its composition, and explain those characteristics of water which render it essential to vegetation.	5 marks.
	10. Explain the conditions necessary for the healthy germination of seed.	5 marks.

PLANE TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

1. ABC is a triangle; from O draw a perpendicular dividing the side *c* into two parts *s* and *s'*; prove that

$$\frac{s-s'}{c} = \frac{\sin(A-B)}{\sin(A+B)} \quad 10 \text{ marks.}$$

2. Show that in any triangle

$$bc \sin A = 2\sqrt{s(s-a)(s-b)(s-c)}, \text{ where } s = \frac{1}{2}(a+b+c). \quad 10 \text{ marks.}$$

3. If $A+B+C=90^\circ$, show that—

$$\cot A + \cot B + \cot C = \cot A \cot B \cot C. \quad 10 \text{ marks.}$$

4. If *R* be the radius of the circle circumscribing the triangle ABC, prove that the area of the triangle— $2 R^2 \sin A \sin B \sin C$.

10 marks.

5. Let *h* be the height of an object standing in a plain; *d*, the greatest distance at which the object can be seen from the level of the plain; *r* the radius of the earth. Show that $d = \sqrt{2rh}$.

10 marks.

6. Prove that $\tan 75^\circ = \frac{\sqrt{3}+1}{\sqrt{3}-1}$

5 marks.

7. If $\operatorname{cosec} A + \cot A = 1$; find *A*.

5 marks.

8. An object standing in a plain is inaccessible, show clearly how you could determine its distance.

5 marks.

9. Find the sine, cosine, and secant of an angle whose tangent is $\frac{1}{2}$.

5 marks.

10. Find the number of degrees, &c., in the angle whose circular measure is 1.75.

5 marks.

SPHERICAL TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

1. In spherical triangle ABC the side *c* and the angles *A* and *B* are given; show that—

$$\cos^2 \frac{1}{2} C = \sin \left\{ \frac{1}{2} (A+B) + \theta \right\} \sin \left\{ \frac{1}{2} (A+B) - \theta \right\} \text{ where } \sin^2 \theta = \sin^2 \frac{1}{2} c \sin A \sin B. \quad 10 \text{ marks.}$$

2. Show that in any spherical triangle

$$\tan \frac{1}{2} (A-B) = \frac{\sin \frac{1}{2} (a-b)}{\sin \frac{1}{2} (a+b)} \cot \frac{C}{2}. \quad 10 \text{ marks.}$$

3. In a spherical triangle, given $A + B + C = 2\pi$, prove that $\cos \frac{1}{2}c = \frac{\cot A \cot B}{\cos \frac{1}{2}c}$. 10 marks. *Appendix*

4. In a right-angled spherical triangle, C being the right angle, if $b + c = \frac{1}{2}\pi$, show that $\cos A = \cos^2 a$. 10 marks. *Examination Questions.*

5. In a spherical triangle

$$\cos \frac{1}{2}(A + B) = \frac{\cos \frac{1}{2}(a + b)}{\cos \frac{1}{2}c}, \sin \frac{1}{2}C. \text{ Prove this. } 10 \text{ marks.}$$

Male Teacher
A Papers.

6. Prove that in a spherical triangle the sines of the sides are proportional to the sines of the opposite angles. 5 marks.

7. The angle C of the spherical triangle ABC is a right angle; show that—

$$\cos c = \cot A \cot B.$$

5 marks.

8. Show that the sum of the spherical excess of a spherical triangle and perimeter of the polar triangle is constant. 5 marks.

9. Find the area of a spherical triangle whose angles are 170° , 120° , and 80° , the radius of the sphere being 10 feet. 5 marks.

10. Given the sides a and b and the angle C of a spherical triangle, show how the remaining angles and the remaining side may be found. 5 marks.

ENGLISH LITERATURE.—60 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

1. (1) At what time, and under what circumstances, was the Mask of Comus first represented?

(2) Who acted the part of the Attendant Spirit?

(3) In what terms is he complimented in the opening address? 12 marks.

2. What account is given by the Attendant Spirit (1) of himself, (2) of Bacchus, and (3) of Comus? 12 marks.

3. Name and characterize at least five of the mythological persons introduced into the song in which the nymph Sabrina is invoked to the relief of the lady. 12 marks.

4. Write brief notes on the following extracts:—

(a) "And thou shalt be our star of Arcady,
Or Tyrian cynosure."

(b) "Let him be girt
With all the grisly legions that troop
Under the sooty flag of Acheron,
Harpies and Hydras, or all the monstrous forms
Twixt Africa and Ind, I'll find him out,
And force him to restore his purchase back." 12 marks.

5. Mention the "flowerets of a thousand hues" that are "to strow the laureate hearse where Lycid lies." 12 marks.

6. "The strain I heard was of a higher mood." What was the strain? 6 marks.

7. In what connexion, and with what object, is the "Pilot of the Galilean Lake" introduced in Lycidas? 6 marks.

Appendix.	8. Quote the description of the plant given to the brothers to counteract the enchantment of Comus.	6 marks.
Examination Questions.	9. What are the illustrations brought by the elder brother from the mythology of Greece in proof of the power residing in purity?	6 marks.
Male Teachers.	10. What is "the last infirmity of noble mind?" To what is it said to incite, and with what result?	6 marks.
A Papers.		

B Papers.

METHODS OF TEACHING, &c.—60 Marks.

An hour and a half allowed for this paper.

Only five questions to be attempted.

1. Point out the faults to be avoided in the construction of desks. What are the dimensions of a suitable desk as given in the Hand Book?
12 marks.
2. If you had neither an assistant nor a paid monitor, explain fully how you would carry out the following arrangement:—

Junior Division (Inf. I. II.)	(Senior Division (III., IV., V.)
"1 to 1½, Arithmetic (Floor),	Dictation (Desk),
"1½ to 2, Writing (Desk).	Reading (Floor)."

12 marks.
3. In what subject of the school course is competition amongst the pupils specially recommended to be practised? State fully how it should be conducted.
12 marks.
4. State the twofold advantage of learning Euclid's elements. Give an explanation of the difference between a direct and an indirect demonstration.
12 marks.
5. State the number of desks required, and their length, in a school-room 25 feet long by 16 wide, with an average attendance of 50, and bipartite organization; give a plan of the room showing the location of the desks and mark the draft circles.
12 marks.
6. Give an outline of the method of teaching division of decimals recommended in the Hand Book and show fully how "circulates" are to be dealt with.
6 marks.
7. In what manner may answers be received from pupils during a mental arithmetic lesson? With what "short rules" should they be made acquainted?
6 marks.
8. Describe the proper arrangements for the distribution, and collection after use of pens, slates, pencils, and copy books.
6 marks.
9. State the requirements of the programme for fifth class, second stage, in grammar.
6 marks.
10. What do you understand by the outlines and leading features of the Map of the World.
6 marks.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, of which the parsing exercise must be one.*

1. GERENIAN NESTOR thus his speech began;
 "Most mighty Agamemnon, king of men,
 Great Atreus' son, no longer let us pause,
 The work delaying which the powers of heaven

*Have trusted to our hands; do thou forthwith
Bid that the heralds proclamation make
And summon through the camp the brass-clad Greeks;
While in a body, through the wide-spread ranks
We pass, and stimulate their warlike zeal."*

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Exami-
nation
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B Papers.

- Parse the words in italics. 20 marks.
2. (a.) Make a list of all the words in the foregoing passage that have been derived from the Latin, giving the root in each case.
(b.) Give the derivation of the following words:—*Autocrat, Commerce, Extricate, Druggist, Wrong.* 10 marks.
3. Give a general analysis of the following passage—
The redbreast oft, at evening hours,
Shall kindly lend his little aid,
With hoary moss, and gathered flowers,
To deck the turf where thou art laid. 10 marks.
4. Distinguish between the following apparently synonymous words—
(a.) *Wisdom and prudence.*
(b.) *Difficulty and obstacle.*
(c.) *Entire and complete.*
(d.) *With and by.* 10 marks.
5. State the four reasons given by Dr. Crombie for saying that there is no subjunctive mood in English? 10 marks.
6. How are the Compound Personal Pronouns formed? In which only of the three cases are they used? 6 marks.
7. Correct the errors in the following sentences? giving your reasons—
(a.) *I have lived in this house for many years before my father died.*
(b.) *Scarcely had Richard ascended the throne than his troubles commenced.* 6 marks.
8. State the three ways in which intransitive verbs may become transitive. 6 marks.
9. How are the expressions "It is worth a guinea" and "If you please" explained? 6 marks.
10. Give two rules for determining whether unity or plurality of idea is expressed by a collective noun? 6 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

1. Explain fully and clearly, as you would to a class, how the longitude of a place may be found by observing the eclipses of Jupiter's Satellites. 12 marks.
2. Describe the glaciers of the Alps; and explain how they have been formed. 12 marks.
3. Draw an Outline Map of Wales, indicating the boundaries of the counties, and marking the principal mountains, rivers, towns, and headlands. 12 marks.
4. Trace the course of the Thames from its source to its mouth; naming the shires through, or by which it passes, and marking at least six large towns on its banks. 12 marks.
5. Name the eight divisions of British India, with the chief town of each; also, the independent states, and the foreign possessions (not British) in Hindostan. 12 marks.

Appendix.

Examination Questions.

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B Papers.

6. Name in order the important towns and rivers that would be passed in a coasting voyage from the mouth of the Amazon round Cape Horn to the Isthmus of Panama. 6 marks.
7. Give the length of a degree of longitude (a) at latitude 45° , (b) at the arctic circle, (c) at the equator. 6 marks.
8. Give the boundaries, area, and population of Switzerland, and name five of its principal towns. 6 marks.
9. Name all the towns in Ireland having a population of over 10,000, and give approximately the population of each. 6 marks.
10. Name six large rivers that discharge their waters into the sea by several mouths. 6 marks.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

1. After having obtained more than half the result in the extraction of the square root of a given number in the ordinary way, explain by what contracted method the remaining figures of the root may be found. 20 marks.
2. A can heat B 50 yards in a 1,000 yards race, and B can heat C 50 yards in a 1,000 yards race; how far could A heat C in a 1,000 yards race? 20 marks.
3. If a parcel of 12 lbs. weight is carried 80 miles for 2s. 4d., and the rate for the distance over 50 miles is two-thirds of the rate for the first 50 miles, how far can a parcel of 8 lbs. be carried for 4d. 20 marks.
4. A man sells out £1,250 stock from the 3 per cents. at 88, and with the proceeds buys railway shares at $137\frac{1}{2}$; he thereby increases his income by one-third; what does the railway pay per cent? Neglect brokerage. 20 marks.
5. A tank has three pipes A, B, and C. A and B could fill the tank in 8 hours and 4 hours respectively, and C could empty it in 2 hours. If A, B, and C are opened at 1, 3, and 5 o'clock respectively, find (a) at what hour the tank will be full, and (b) at what hour it will be empty again. 20 marks.
6. The lead ore from a mine yields 60 per cent. of metal, and of the metal $\frac{2}{3}$ per cent. is silver; how much silver and how much lead would be obtained from 300 tons of ore? 10 marks.
7. Coffee which costs 1s. 7d. a lb. is mixed with chicory worth 4d. a lb. in the proportion of 4 to 1; and the mixture is sold at 1s. 8d. a lb.; find the gain per cent. 10 marks.
8. How many terms of the series $1+3+5+7+\&c.$, amount to 1234321? 10 marks.
9. If 4 men dig a piece of ground 350 yards long and 144 yards broad in $2\frac{1}{2}$ days, how long will it take 5 boys to dig one 600 yards long and 168 yards broad, 4 men having the strength of 7 boys? 10 marks.
10. In simple interest is the amount proportional to the time or is it not? Explain fully. 10 marks.

GEOMETRY AND MENSURATION—100 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

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nation
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B Papers.

1. If two triangles stand on the same base and between the same parallels, and if a line be drawn parallel to the base, prove that the parts intercepted by the conterminous sides are equal.

20 marks.

2. From a point outside a given circle draw a straight line such that the part intercepted by the circle shall have a given length.

20 marks.

3. Given two sides of a triangle, at what angle must they be set so that the triangle may be the greatest possible? Prove your statement.

20 marks.

4. If two triangles stand on the same base and on the same side of it, and if the middle points of the sides be joined, prove that a parallelogram will be formed by the joining lines.

20 marks.

5. The radius of a circle is 10 feet; the circle is divided into segments by a chord 12 feet long; find the area of each segment.

20 marks.

6. If two triangles have two angles equal to two angles, each to each, and a side equal to a side, the equal sides subtending equal angles, the triangles are equal in every respect.

10 marks.

7. If a right line be divided into any two parts, the squares of the whole line and one of the parts, are equal to twice the rectangle contained by the whole and that part, together with the square of the other part.

10 marks.

8. Upon a given straight line describe a segment of a circle containing an angle equal to a given obtuse angle.

10 marks.

9. The sides of a triangle are 42 and 48 feet and the base is 54 feet; find the segments of the base made by the perpendicular from the vertex.

10 marks.

10. The longer of the two parallel sides of a trapezoid is 97 yards, the perpendicular 48 yards, and the other sides are 68 and 54 yards; find the shorter parallel side.

10 marks.

ALGEBRA.—100 marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

1. Simplify—

$$\frac{a^3 - b^3}{a^2 + b^2} \times \frac{a+b}{a-b} \times \left(\frac{a^2 - ab + b^2}{a^3 + ab + b^3} \right)^2.$$

20 marks.

2. Reduce to its lowest terms

$$\frac{x^2 + 11x^3 - 54}{x^5 + 11x + 12}.$$

20 marks.

3. If $a+b+c=0$, show that $a^3+b^3+c^3=3abc$.

20 marks.

4. Find x from the equation $(a+x)^{\frac{1}{2}} + (b+x)^{\frac{1}{2}} = (a-b)^{\frac{1}{2}}$.

20 marks.

5. Find two numbers in the proportion of 9 to 7, such that the square of their sum shall be equal to the cube of their difference.

20 marks.

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nation
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6. A number consists of 2 digits, whose sum is 8, and if 18 be added to the number the sum is a number consisting of the same digits reversed. Find the number. 10 marks.

7. Divide $x+y$ by $x^{\frac{1}{2}}+y^{\frac{1}{2}}$. 10 marks.

8. Resolve $a^6 - a^3$ into four factors. 10 marks.

9. Find x and y from the equations—

$$\frac{x+y}{3} + \frac{x-y}{4} = \frac{11}{12}$$

$$5x - 3y = 6.$$

10 marks.

10. Divide $\frac{a^3 - 4a^2}{a^3 + 4ax}$ by $\frac{a^2 - 2ax}{ax + 4x^2}$. 10 marks.

REASONING—50 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

1. Show that what is expressed by a Common term is merely an inadequate notion of an individual. 10 marks.

2. Prove that in the Second Figure (a) one or other premiss must be negative, (b) the major premiss must be universal. 10 marks.

3. What moods have universal affirmative and universal negative for conclusion? Give an example of each. 10 marks.

4. Convert in two ways the proposition:—

“A syllogism is a kind of inference.” 10 marks.

5. When are Indefinite propositions universal; and when particular? 10 marks.

6. What is meant in Logic by necessary, contingent, and impossible matter respectively? 5 marks.

7. Point out any objections to the following moods:—E A O in the First Figure, and A O O in the Second Figure. 5 marks.

8. When is a proposition converted? 5 marks.

9. On what does the quality of a proposition depend. 5 marks.

10. What are significates of a term? What sort of a term can have significates? 5 marks.

COMPOSITION.—50 Marks.

One hour and a half allowed.

Life Insurance;

Or,

Procrastination.

HISTORY—40 Marks.

One hour and a half allowed for this paper.

Only five questions to be attempted.

1. Give a short sketch of the history of St. Columba. 8 marks.
2. What events led to the independence of Modern Greece? 8 marks.
3. Give a short sketch of the circumstances that led to the formation of the "United States." 8 marks.
4. Name the last two of the Saxon kings of England; and state the circumstances connected with the accession to the throne, and with the death of each. 8 marks.
5. Who was the Great Elector of Brandenburg, and when did he live? Why was he called Elector? 8 marks.
6. What dynasty reigns in China? When did it come in? 4 marks.
7. What State was the great rival of Rome? And what was its fate? 4 marks.
8. State what you know of the founder of the present royal line of Sweden. 4 marks.
9. "The scar on his brown cheek reveal'd
A token true of Bosworth field."
Give the date, and state what you know of the event here referred to. 4 marks.
10. State the circumstances that led to the secession of the ten tribes from the House of David. 4 marks.

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nation
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MECHANICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

1. A force of 12 pounds acts along the hypotenuse A B of a right-angled isosceles triangle A B C, determine the effective force along the side A C, and explain the principle involved. 10 marks.
2. A ball is projected upwards with a velocity of 160 feet per second, 2 seconds later than another ball similarly projected with a velocity of 96 feet: at what height from the ground will these two meet? 10 marks.
3. If the entire weight of a falling body is not effective, show how to find the space through which it falls in a given time, and illustrate by an example. 10 marks.
4. Deduce the formula, and find the power required to sustain a weight of ten tons by means of three movable pulleys, hanging by separate cords each attached to a fixed support. 10 marks.
5. How can the oscillation of the pendulum be made to exhibit the rotation of the earth on its axis? 10 marks.
6. What are the three states of equilibrium, and when do they occur? 5 marks.
7. Show how the centre of gravity of a very thin body may be practically found? 5 marks.

Appendix M

Examination
Questions.

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B Papers.

8. By the ends of a bar 5 feet long weighing 10 pounds, two men carry a weight of 3 cwt. suspended 2 feet from one end of the bar, calculate the total pressure supported by each man. 5 marks.
9. The length of a smooth inclined plane is 100 feet, the height 3 feet; find what power acting parallel to the plane would be required to move a weight of 1,000 lbs. up the inclined plane. 5 marks.
10. Describe the fly-wheel and explain how it acts. 5 marks.

SPELLING EXERCISE, &c.—50 Marks (including 20 Marks for Dictation).

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

1. In the absence of a text book containing the difficulties of orthography, what plan of teaching spelling would you follow? Give your reasons for adopting such method. 6 marks.
2. In the following and similar words, why is there a tendency to double the middle consonant :—*comet, lizard, moral, savage*? 6 marks.
3. Give another way of spelling each of the following words, and say in each case which is the more usual orthography :—*apophthegm, cotemporary, halberds, indite*. 6 marks.
4. What guide have we in the pronunciation of the final syllables :—*ile, ice, ine, ise, and ite*? Employ the guide in the pronunciation of six words having these respective terminations. 6 marks.
5. Account for the unsettled position of the accent in such words as *compensate, contemplate, &c.* 6 marks.
6. What words are incorrect speakers apt to confound with each of the following respectively :—*device, eminent, oracle, impostor, test*? Give the meanings of both sets of words. 3 marks.
7. Mention five words of more than one syllable and not proper names, in which *k* final is retained. 3 marks.
8. Give the different meanings of each of the following words :—*gout, invalid, notable*. 3 marks.
9. Of the threefold pronunciation of words adopted from foreign languages, which is to be preferred, and why? 3 marks.
10. *Palm, vault, spring*. Give the various meanings of each of these words and show that the original meaning runs through all the others. 3 marks.

LESSON BOOKS—50 Marks.

An hour and a half allowed for this paper.

Only five of these questions to be attempted.

1. (a.) Compare what Judge Longfield calls the present rates per pound of taxes, expended on the interest of the National Debt, and on the Civil Service respectively, with the proportions stated by Archbishop Whately, over forty years previously.
- (b.) The burden of the National Debt has grown lighter without material decrease in its amount. Explain this. 10 marks.

2. Detail the portions into which the premium paid on a life insurance is divisible. 10 marks. *Examination Questions.*
3. Biography is said to equal, if not excel, history and annals in the pleasure and instruction it affords. Give the substance of Dryden's illustration of this view, including his quotation from Plutarch. 10 marks. *Male Teachers.*
4. To what style of architecture do the finest of the old cathedral and abbey of Ireland belong? Mention, with a brief description, a window considered to be an excellent specimen of that style. 10 marks. *B Papers.*
5. Describe the view from the summit of the Great Pyramid. 10 marks.
6. (a.) 'The great Emathian conqueror.'
(b.) 'Sad Electra's poet.'
Who were these personages?
(c.) Explain Milton's allusion to the latter. 5 marks.
7. What besides cost of education causes one man to be paid at a higher rate than another? 5 marks.
8. What evidence does the structure of coal afford as to the climate of Northern Europe in remote ages? 5 marks.
9. What are moraines, and how were they formed? 5 marks.
10. Quote the description given by the poet Rogers of the mortuary of the Convent of St. Bernard. 5 marks.

BOOKKEEPING.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five of these questions to be attempted.

1. Received from Michael Jones, my partner, the account of sales of our corn (each contributed an equal quantity):—

	£	s.	d.
Total sales, 560 tons,	1,000	0	0
His commission of $2\frac{1}{2}$ per cent.,	25	0	0

Net, 975 0 0

He has paid me my half, amount £487 10s., by a draft on the Ulster Bank, which sum I have lodged there. Give my Journal entries. 10 marks.

2. John O'Neill and I are in partnership; I bring into the Company 4,000 tons of wheat, hitherto my own property. What entries should I make? 10 marks.

3. We, Jones & Co., have sold all our goods in company, and gained. Give the Journal entries. 10 marks.

4. We, Jones & Co., sold 250 tons of wheat to J. Lecky, ten tons of which having been damaged, we pay J. Lecky £7 for the loss. How should we journalize this transaction? 10 marks.

5. Andrew Anderson and I barter, corn and timber. His corn is worth £100, while my timber is value for £150. What entry should I make? 10 marks.

6. What is a *double balance*, and what accounts are closed by it? 10 marks.

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B Papers.

7. When one person's acceptance is paid to another, with both of whom I have accounts, how is the transaction usually entered in my Journal? 10 marks.
8. I accept W. Campbell's draft at three months due 4th April in Belfast. How should I enter this transaction? 5 marks.
9. Journalize the following Wastebook entry:—
Bought of William Jones ten pipes of wine, . £500
5 marks.
10. Close the wine account, "when part has been sold and part remains unsold, so as to transfer Balance to New Books." 5 marks.

AGRICULTURE—50 Marks.

One hour and a half allowed for this paper.

Only five questions to be attempted.

- Describe the Ayrshire breed of cattle and give a brief history of the breed. 10 marks.
- Name the advantages of folding sheep on turnips. What class of soils is suited to this system? 10 marks.
- Describe the methods of applying lime for root crops. 10 marks.
- Give a full description of how land should be prepared for root crops. 10 marks.
- Explain how house-fed milch cows should be treated (a) in winter and (b) in summer. 10 marks.
- Describe the process of steeping flax, and explain its object. 5 marks.
- Describe mode of sowing grass seed with spring corn. What grain crop is considered best with which to sow grass seed? 5 marks.
- What principle regulates the rotation of garden crops? 5 marks.
- Name the different classes of soils and describe one of them. 5 marks.
- Name and describe one pure breed of pigs and one of sheep. 5 marks.

B and C
Papers.

DICTATION.

Sixth Book, p. 409, "IGNEOUS ROCK."

From "*We have glanced at*" to "*various kinds, sometimes inflammable.*"

Also ten words, namely:—

Pagesantry	Archives
Rendezvous	Acquiesce
Fuchsia	Gewgaw
Litigious	Sauciness
Connoisseur	Nasal

METHODS OF TEACHING, &c.—60 Marks.

An hour and a half allowed for this paper.

Only five questions to be attempted.

Appendix

Examination
QuestionsMale
Teachers.
C Papers.

1. Explain clearly the use of galleries in the tripartite system of organization. How may they be cheaply constructed? 12 marks.
2. State the various steps to be taken in teaching spelling. Give your opinion as to the utility of learning the "verbal distinctions" given in the Spelling Book. 12 marks.
3. State the advantages derived from a regularly recurring alternation of desk and floor lessons. 12 marks.
4. Draw up neatly and in proper form a Time Table for a Boys' School with an average attendance of 40: make provision for singing and religious instruction. Staff:—Teacher and monitor. 12 marks.
5. How should grammar be introduced to the Third Class? State the four parts of speech which should first be taught and the order in which these should be taken. 12 marks.
6. How may the addition table be extended? What plan does Dr. Joyce recommend for carrying on the miscellaneous exercises in each of the four tables? 6 marks.
7. In an ordinary school conducted on the bipartite system, the desks are placed parallel to the end wall, and near to, but not in actual contact with the side one. Explain by means of a diagram how the classes should be moved from desk to floor, and vice versa. 6 marks.
8. What are the programme requirements of Fifth Class, both stages, in agriculture? 6 marks.
9. The children at the very first setting out must be made to understand what a map is. Explain clearly how this is to be done. 6 marks.
10. In teaching writing which do you prefer, engraved head lines or written ones? Give your reasons. 6 marks.

GRAMMAR AND DERIVATIONS.—60 Marks.

N.B.—*Only five questions to be attempted, of which the parsing exercise must be one.*

1. In prosperous times again, *however cheap food may be*, an employer may find it answer to pay his workmen high wages—far beyond what is sufficient for their support—if the demand for labourers be so great that he cannot get them for less.
 - (a.) Parse the words in italics.
 - (b.) Point out clearly what "it" stands for, in the phrase "*may find it answer*." 20 marks.
2. Correct any errors you may observe in the following sentences, giving your reason clearly in each case—
 - (a.) *Professing regard and to act differently discover a base mind.*
 - (b.) *These people do not judge wisely, nor take no proper measures to effect their purposes.*
 - (c.) *The Government has underwent repeated changes.*
 - (d.) *Neither youth nor beauty are a security against death.* 10 marks.
3. Quote the four principal rules of Concord, giving one example under each. 10 marks.

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O Papers.

4. Give a general analysis of the following passage:—

On the fifth day of the moon, which, according to the custom of my forefathers, I always keep holy, after having washed myself, and offered up my morning devotions, I ascended the high hills of Bagdad, in order to pass the rest of the day in meditation and prayer. 10 marks.

5. Give the derivation of the following words:—*Posthumous, Melodious, Epistle, Tariff, Countenance, Bishop, Porpoise, Camlough, Jovial, Distinguish.* 10 marks.

6. Distinguish between strong and weak verbs, and say how many there are of each class as estimated by Dr. Sullivan. 6 marks.

7. When is the relative "*that*" used instead of "*who*" or "*which*"? Give at least two cases. 6 marks.

8. Conjugate the verbs "*smite*," "*spread*," and "*chide*." 6 marks.

9. Why is it that in compound tenses the inflections for number and person are made in the Auxiliary verbs and not in the Principal verbs with which they are joined. 6 marks.

10. The adjective "*old*" is compared in two ways; specify both ways: and point out the difference observed in using the two forms. 6 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

1. Explain what is meant by *isothermal*, and *isochimeneal* lines; and illustrate your answer by an example. 12 marks.

2. Describe the great American desert—as to position, extent, and general character. 12 marks.

3. Draw an outline map of the province in which your school is situated; showing the boundaries of the counties, and inserting the name of each; also marking the chief towns, mountains, rivers, and lakes. 12 marks.

4. Write out in tabular form, the nine middle counties of Scotland, with two principal towns of each. 12 marks.

5. Explain, fully and clearly, how it has been ascertained that the earth is an oblate spheroid. 12 marks.

6. Give the proper geographical designation, and the position, of each of the following:—*Tashkend, Antigua, Balaton, Pernambuco, Sitka, Ozark.* 6 marks.

7. Name the highest mountain in each province of Ireland; and give, approximately, its height in feet. 6 marks.

8. Give the areas and populations of Switzerland, Holland, and Russia. 6 marks.

9. How is an eclipse of the moon caused? Why have we not one every month? 6 marks.

10. Show that the altitude of the pole is always equal to the latitude of the observer. 6 marks.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Appendix M.

Examination
Questions.Male
Teachers.

C Papers.

1. How is one ratio compared with another? Compare the ratio 11:14 with the ratio 26:31, and say which is the greater.

20 marks.

2. A gains $12\frac{1}{2}$ per cent. by selling goods to B; if B sold them at what they cost A, what would be his gain or loss per cent.?

20 marks.

3. A gallon contains $277\frac{1}{4}$ cubic inches, and a cubic foot of water weighs 1,000 ounces; how many gallons of water will weigh a ton?

20 marks.

4. Divide 9.614 by .0000019, also divide $\frac{2\frac{1}{2}}{5\frac{1}{2}}$ by .0003; then multiply the sum of the quotients by .0005.

20 marks.

5. Two persons with the same sums of money buy into the 3 and $3\frac{1}{2}$ per cents. respectively, and get the same amount of interest. The 3 per cents are of 75, at what are the $3\frac{1}{2}$ per cents? Neglect brokerage.

20 marks.

6. A society collected among themselves a fund amounting to £178 10s. 9d.; each member contributed as many pence as there were members in their society: find the number of members.

10 marks.

7. If the wages of 54 men for 36 days amount to £60 15s.; what will be the wages of 30 men and 50 boys for 32 days, supposing 2 men to be paid as much as 5 boys.

10 marks.

8. Show that any number is divisible by 8 without remainder when the number expressed by its last three digits is divisible by 8 without remainder.

10 marks.

9. An English mile is .2136 of a German mile. What time will a man who walks 4 English miles an hour take to walk a German mile?

10 marks.

10. Sold $3\frac{1}{2}$ cwt. of sugar at $5\frac{1}{2}$ d. per lb. thereby gaining £1 4s. 6d. What would have been the gain or loss per cent. had it been sold at $4\frac{1}{2}$ d. per lb.?

10 marks.

GEOMETRY AND MENSURATION.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

1. If a diagonal of a parallelogram be less than any side of the same figure, that diagonal is less than the other. Prove this.

10 marks.

2. The radius of a circle is 10 feet; a chord, C D, cuts off an arc C E D which is less than a semicircle. The length of the chord C D is 15 feet. Find the area of the sector which stands on the arc C E D.

10 marks.

3. Given the difference of the side and diagonal of a square; construct the square.

10 marks.

4. Show that the difference of the squares of two straight lines is equal to the rectangle under their sum and difference.

10 marks.

x

Appendix
Examination
Questions.

Male
Teachers.
C Pap.

5. State clearly—

- (1.) The hypothesis in the 48th proposition of the First Book.
(2.) What it is that is to be proved in the same proposition.

10 marks.

6. If two triangles have two sides of the one equal to two sides of the other, each to each, but their bases unequal; the angle contained by the sides of that which has the greater base is greater than the angle contained by the sides equal to them of the other.

5 marks.

7. Describe a parallelogram equal to a given triangle and having an angle equal to a given angle.

5 marks.

8. The radius of a circle is 10 feet, find—

(1.) The circumference of the circle.

(2.) The area of the circle.

(3.) The side of a square equal in area to the circle.

5 marks.

9. Two adjacent sides and one of the diagonals of a parallelogram are 20, 24, and 30 yards; find the length of the other diagonal.

5 marks.

10. From a given point draw a right line equal to a given finite right line.

(N.B.—The point is to be taken in the given line, but not at either extremity.)

5 marks.

ALGEBRA.—50 marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

1. Solve the equation—

$$\frac{3x-1}{2x-1} - \frac{4x-2}{3x-2} = \frac{1}{6}.$$

10 marks.

2. Divide $x^3 + y^3 + z^3 - 3xyz$ by $x, y+z$.

10 marks.

3. Reduce to lowest terms—

$$\frac{x^4 + 2x^3 + 6x - 9}{x^4 + 4x^3 + 4x^2 - 9}.$$

10 marks.

4. At what times between 5 and 6 o'clock are the two hands of a watch 10 minute spaces apart?

10 marks.

5. Find the least common multiple of—

$$x^2 + 3x + 2; x^2 + 4x + 3; x^2 + 5x + 6.$$

10 marks.

6. Solve the equation—

$$\frac{x}{7} - \frac{x-5}{11} + 5 = x - \left(\frac{2x}{77} + 1 \right).$$

5 marks.

7. Divide the product of—

$$a^3 - ax + x^2 \text{ and } a^3 - x^2 \text{ by } a^4 + a^2x^2 + x^4.$$

5 marks.

8. Extract the square root of—

$$4x^4 - 4x^3 + 5x^2 - 2x + 1.$$

5 marks.

9. If $a=1$, $b=2$, $c=3$, find the value of the expression—

$$\frac{c^3 - b^3}{3 + 2b^2}.$$

5 marks.

10. Remove the brackets and write in its simplest form the expression—

$$3a - 2\{b + 3(3c - 2a - 3b)\}.$$

5 marks.

SPELLING EXERCISE, &c.—50 Marks (including 20 Marks for Dictation).

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Appendix M

Examination Questions.

Male Teachers.

C Papers.

1. Name the words that are spelled and pronounced like the following, give the meanings of all :—*angle, brace, blade, board, and mail.* 6 marks.
2. Show that the exceptions to the third rule of spelling are numerous and contradictory. 6 marks.
3. Explain by reference to the etymology, the meanings of :—*Bally, manacles, gangway, chandler.* 6 marks.
4. Mention five Greek or Latin words that retain the pronunciation of *c* final. 6 marks.
5. Upon what principle is the tendency to abridge words, and to shorten vowel sounds, accounted for? 6 marks.
6. What words are liable to be confounded with *ingenious, difference, emigrant, ally, elicit*? 3 marks.
7. What is the favourite position of the accent in English polysyllables? Give examples. 3 marks.
8. Give the words pronounced exactly like each of the following respectively and the meanings of all :—*Vale, gild, you, mark, pare.* 3 marks.
9. To each of the following words join one affix which will exemplify the first rule of spelling, or an exception to it :—*study, money, busy.* 3 marks.
10. Give five examples of words differently accented, according as they are used as nouns or verbs, and mark the position of the accent in each case. 3 marks.

LESSON BOOKS—50 Marks.

An hour and a half allowed for this paper.

Only five of these questions to be attempted.

1. From what source is the "common," or unwritten, law of these kingdoms derived, and what are the chief objects determined by it? 10 marks.
2. Mention four metals with which tin is combined, and the several compounds resulting from such mixture. 10 marks.
3. What places in the New World were visited by Columbus in his first and third voyages? Name two navigators who, before him, visited the continent of America. 10 marks.
4. Write out the four lines following these :—
"O'er the earth and sea
Where is that spot which shall compare with thee."
And name the place referred to. 10 marks.
5. Enumerate the functions of the sovereign in the British constitution. 10 marks.
6. In what ways may a person add to his own wealth without increasing the wealth of the community? 5 marks.

x 2

- Appendix M.*
Examination Questions.
Male Teachers.
C Papers.
7. How is instinct remarkably exhibited by beavers in the building of their dams? 5 marks.
 8. Complete the stanza beginning:—
 "On its lofty crest the wild birds nest."
 And explain the third and fourth lines. 5 marks.
 9. Name the principal uses of potato-starch in continental manufactures. 5 marks.
 10. Detail the process by which large cylinders of stone are divided into millstones in certain French quarries. 5 marks.

BOOKKEEPING.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five of these questions to be attempted.

1. Inventory of Property.

	£	s.	d.
Corn,	1,000	0	0
In Ulster Bank,	750	0	0
Value of house and stores,	1,250	0	0
Debts due to me,			
Michael Wilson,	150	0	0
Thomas Lecky,	680	0	0
Debts due by me,			
My promissory note to A.B.	140	0	0
" " " to C.D.	39	16	0

Journalize the above. 10 marks.

2. Received from the Ulster Bank, the balance of interest account ending 31st December, 1884. This transaction may be journalized in two ways. Give both. 10 marks.

3. A dealer in wine bottles for home use a quarter cask of Sherry, and uses the remainder in filling casks that had leaked. How should he enter the transaction in his Journal? 10 marks.

4. I sold goods on credit and having entered the sale in my books, a claim for defect in the quality of the goods is now made on me and which I allow. What entry should I make? 10 marks.

5. Received from Michael Gannon & Co. in payment of their account, amounting to £100, but not payable for two months—

John Nolan's note, due 10th inst, for	£70
Cash,	28
Discount allowed,	2

Give my Journal entry. 10 marks.

6. I sell £150 worth of timber to Thomas Smyth. He pays me £100 and I give the remainder on credit. How should I enter the transaction? 5 marks.

7. Upon taking stock, I have on hand wine value for £750, and cash £125; journalize this. 5 marks.

8. Specify the three cases of partnership respectively. 5 marks.

9. Illustrate by example how entries in the Ledger are connected with the corresponding entries in the Journal, and vice versa. 5 marks.

10. James Donnelly owes Michael Moran £50 and gives him an order on Thos. Smyth for the amount. What are Donnelly's entries? 5 marks.

AGRICULTURE—50 Marks.

One hour and a half allowed for this paper.

Only five questions to be attempted.

1. Draw a sketch of a cottage garden and show how it should be cropped. 10 marks.
2. Note the important points to be kept in view in the management of a manure heap. 10 marks.
3. Draw out an ordinary six course rotation and explain the class of soils for which it is best suited. 10 marks.
4. Describe the feeding of the calf after it is a month old. 10 marks.
5. Name the chief valuable grasses for laying land down for permanent pasture, also the grasses which should be avoided. 10 marks.
6. Why is it useful to give salt to farm animals? 5 marks.
7. Describe the cultivation of potatoes on lea. 5 marks.
8. Name an Irish pure breed of cattle and explain its qualities. 5 marks.
9. What are the advantages of deep tillage? 5 marks.
10. Name three pure breeds of poultry and describe one of them. 5 marks.

Appendix M.

Examination Questions.

Male Teachers.

C Papers.

II.—FEMALES.

METHODS OF TEACHING, &c.—60 Marks.

An hour and a half allowed for each paper.

Only five questions to be attempted.

1. What is your opinion as to the proper basis of classification to be adopted in a school? Discuss the proposal to group the children differently for each subject of the school course. 12 marks.
2. According to the regulations of the Board (a) what are visitors to National schools permitted to do, and (b) what are they prohibited from doing? 12 marks.
3. Describe the method of Home Lesson examination. On what ground is it recommended that the examination should frequently be in writing? 12 marks.
4. Draw up neatly and in proper form a time table for a school organized on the tripartite system, and having an average attendance of 120 girls; make provision for drawing, singing, and religious instruction. Staff—principal, two assistants, and two monitors. 12 marks.
5. In what class do you introduce text books on grammar? State the part of grammar and the portions of such part in which you require the pupils of each class to prepare Home Lessons. 12 marks.
6. What explanations of the simple rules suitable for younger children are given in the Hand Book? What is the best way to introduce the pupils to long division? 6 marks.
7. State three important results that may be gradually accomplished by suitable examination in the subject matter of the Lesson Books. 6 marks.

Female Teachers.

A Papers.

Appendix M	8. What is the three-fold duty of a person in charge of a class at desk arithmetic?	6 marks.
Examination Questions.	9. What are the essential points to be attended to (1) by the teacher, (2) by the pupils in regard to writing, in order to secure the effective teaching of this branch?	6 marks.
Female Teachers.	10. Write out in full the programme in arithmetic for first and second stages of fifth and sixth classes.	6 marks.
A Papers.		

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five of these questions, of which the parsing exercise must be one, are to be attempted.

1. *Spirit*.—What, have you let the false enchanter 'scape?
Oh! ye mistook; ye should have snatched his wand
And bound him fast; without his rod reversed,
And backward mutters of disavowing power,
We cannot free the Lady that sits here
In stony fetters fixed, and motionless:
Yet stay; be not disturbed; now I betlink me
Some other means I have which may be used.
(a). Parse the words in italics.
(b). Write notes on "*I betlink me*" and on "*means*." 20 marks.
2. (a). What classes of words have been introduced into the English Language, from the Latin, Greek, French and Italian respectively?
(b). Name at least five words that have been added to the English Language during the present century, giving the derivation of each. 10 marks.
3. State and explain the two exceptions to the *Rule of Apposition*. 10 marks.
4. Give a particular analysis of the following passage; explaining the details, as you would to a class.
Can any mortal mixture of Earth's mould
Breathe such divine enchanting ravishment?
Sure something holy lodges in that breast,
And with the raptures moves the vocal air
To testify his hidden residence. 10 marks.
5. Correct, or defend the following sentences, giving your reason fully in each case:—
(a). *Nothing but grave and serious studies delight him.*
(b). *Who should I meet the other day but my old friend?*
(c). *Thomson's "Seasons" is now comparatively little read.*
(d). *He is not only accused of theft, but of murder.*
(e). *Where nothing save the waves and I
Shall hear our mutual murmurs sweep.* 10 marks.
6. Distinguish between *intransitive* and *neuter* verbs. 6 marks.
7. Define "*Simile*"—"*Metaphor*"—and "*Allegory*"—giving examples. How are they related to each other? 6 marks.
8. Point out the difference in meaning between—
(a). *He made a better soldier than poet* and
(b). *He made a better soldier than a poet.* 6 marks.
- (9). Name the three principal "*poetic feet*": and state of what syllables each consists. 6 marks.
10. Explain fully what is meant by an idiom, and mention two classes into which idioms may be divided. 6 marks.

GEOGRAPHY.—60 Marks

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Appendix
Examination
Questions.
Female
Teachers.
A Papers.

1. State the different motions of the Moon, giving the time occupied by each; and explain fully the nature and cause of the phases which she presents. 12 marks.
2. Draw an Outline Map of the Australian Continent, marking the boundaries of the different colonies, and also the principal mountains, rivers, and towns. 12 marks.
3. Describe the River system of Africa, specially with reference to the lakes of that Continent. 12 marks.
4. What are the influences that determine the natural distribution of plants on the surface of the globe? By what circumstances is this natural distribution modified? Illustrate your answer by examples. 12 marks.
5. Where, and for what noted, are Brindisi, Famagoesta, Wenham Lake, Fontainebleau, Ciudad Rodrigo, Frederickshall, Mons, Coldstream, Aix-la-Chapelle, Lucknow? 12 marks.
6. Give the third law of climate, with examples. 6 marks.
7. Name the seven usual divisions of the Alps, and state the limits of each. 6 marks.
8. Name the States which are included in Indo-China, or India beyond the Ganges. 6 marks.
9. Name the foreign possessions belonging to Holland. 6 marks.
10. Describe the winds known as the *Sirocco* and the *Samiel* respectively. 6 marks.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

1. Divide .008 by 6.4 and state and explain the principle by which you fix the decimal point in the quotient. 20 marks.
2. A does $\frac{2}{3}$ of a piece of work in 4 hours, B does $\frac{2}{3}$ of the remainder in 1 hour, and C finishes the work in 20 minutes; in what time would A, B, and C working together complete the whole work? 20 marks.
3. A dealer buys coals at 19s. a ton on 4 months' credit, and sells them at once for 21s. 6d. a ton on 1 month's credit; what is his immediate gain per cent., the interest in both cases being 4 per cent. per annum? 20 marks.
4. If a gentleman pays the same amount of income-tax when it is raised from 6d. to 9d. per £1, how much per cent. has his income diminished? 20 marks.
5. If the 3 per cents. be at 96, how much must a person invest in order that he may derive from it a half-yearly interest of £77 13s. 4d. after paying 7d. in the £1 income-tax. Neglect brokerage. 20 marks.
6. Find the exact value of $\frac{1}{4}$ of $\frac{1}{3}$ of 3 miles, 3 furlongs, 20 perches. 10 marks.

- Appendix*
Examination
Questions.
Private
Teachers.
A Papers.
7. The population of a town increased 35 per cent. between 1861 and 1871, and 19 per cent. between 1871 and 1881; the population in 1881 was 93,177, what was the population in 1861? 10 marks.
 8. A tradesman marks an article at 50s., but takes off 5 per cent. for cash; what must have been its prime cost to allow him 14 per cent. profit? 10 marks.
 9. Show that 8765 and 13131 are prime to each other. 10 marks.
 10. If 12 men or 18 boys can do three-fourths of a piece of work in $6\frac{1}{2}$ hours, in what time will 11 men and 9 boys do the remainder? 10 marks.

COMPOSITION.—50 Marks.

Two hours allowed.

Books,

Or,

A stitch in time saves nine.

HISTORY.—40 Marks.

An hour and a half allowed for this paper.

Only five questions to be attempted.

1. State the time and extent of the greatest Danish power. Who was then King in England? 8 marks.
2. Trace the History of France from 1815 to 1848. 8 marks.
3. Describe the Conquest of Palestine by the Israelites. 8 marks.
4. State the circumstances under which a Roman Triumph was granted, and describe one of these Triumphs. 8 marks.
5. When was the Habeas Corpus Act passed? What privileges does it, when in operation, confer on the subject? 8 marks.
6. Who were the Helvetii? When and by whom were they conquered? 4 marks.
7. State what you know of the Battle of Hohenlinden, and the circumstances that led to it. 4 marks.
8. When and by whom were the Picts and Scots united into one nation? 4 marks.
9. What do you know of Miltiades, Xenophon, and Cortez? 4 marks.
10. Name the monarchs who subdued Judah and Israel. What time elapsed between the two conquests? 4 marks.

ENGLISH LITERATURE.—60 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

1. Give a short sketch of Milton's life, and name his chief poetical works. 12 marks.
2. What description given by the attendant Spirit of the effects produced by the charmed cup of Comus? 12 marks.

3. What guardians did the lady in Comus, when benighted, behold and trust in? 12 marks. *Appendix*
4. Write out the last six lines of the "Mask of Comus"; and justify, if you can, the following remark of one of the commentators:—"The moral of the poem is very finely summed up in these six lines." 12 marks. *Examination Questions.*
5. Write notes on the following expressions:—(a) sisters of the sacred well, (b) old Damocles, (c) his westerling wheel, (d) laureate hearse. 12 marks. *Female Teachers.*
6. Quote a reference in Comus, and another in Lycidas, to the "golden key." 6 marks. *A Papers.*
7. Why is the "light fantastic round" proposed by Comus to his "crew" altered to the "measure" which immediately follows? 6 marks.
8. What is the function of the nymph Sahrina in the poem? 6 marks.
9. Describe the means adopted by Sabrina to free the lady from the spell by which she was bound. 6 marks.
10. "Which oft is sooner found in lowly sheds,
With smoky rafters, than in tapestry halls,
And courts of princes where it first was named."
To what is the reference in these lines? 6 marks.

METHODS OF TEACHING, &c.—60 Marks.

B Papers

An hour and a half allowed for this paper.

Only five questions to be attempted.

1. "The labours of a teacher in a school are chiefly two-fold." What are they? Specify clearly into what faults teachers are liable to fall, in performing the double duty, and how this may be avoided? 12 marks.
2. Write out a time table (bipartite system) for a girl's school with an average of 45, in which secular instruction is given for $4\frac{1}{2}$ hours daily. 12 marks.
3. What means would you adopt in order to secure the effective teaching of the subject matter of the lessons read? 12 marks.
4. What desk accommodation is necessary for a school of 75 pupils maximum attendance:—give your reasons—
(a.) On the bipartite plan. 12 marks.
(b.) On the tripartite plan.
5. With what class might formal teaching of composition be commenced? What sort of exercises should the pupils begin with? Five specimens of subjects suitable for this stage of instruction? 12 marks.
6. Into what two kinds of errors are pupils likely to fall when working arithmetical exercises? 12 marks.
7. What are "dual desks," and what are their special advantages? Illustrate by a diagram. 6 marks.
8. When teaching reading, into what faults are monitors liable to fall? How may these faults be corrected? 6 marks.
9. What is the rule of the Commissioners respecting (a) the striking off of the pupils' names from the class rolls; (b) the erasing or cancelling of absence marks? 6 marks.
10. What regulations have been made by the Commissioners regarding the granting of sick leave to teacher? 6 marks.

Appendix M
Examination
Questions,
Peculiar
Teachers.
B Papers.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions, of which the parsing exercise must be one, are to be attempted.

1. Our little world, the image of the great,
Like that, amidst the boundless ocean set,
Of her own growth hath all that nature craves,
And all that's rare, as tribute from the waves.
As Egypt does not on the clouds rely,
But to the Nile owes more than to the sky;
So what our earth and what our heaven denies,
Our ever-constant friend, the sea supplies.
 - (a.) Write a paraphrase of the foregoing passage.
 - (b.) Parse the words in italics. 20 marks.
2. (a.) Name the auxiliary verbs, distinguishing such as may be used also as principal verbs.
 - (b.) Specify the parts of the principal verb to which alone the auxiliaries can be joined respectively. 10 marks.
3. Explain what is meant by the *direct*, and what by the *indirect* object of a verb; giving examples. State how each is governed. 10 marks.
4. Give a general analysis of the following passage; explaining the details as you would to a class:—
 Beneath those rugged elms, that yew tree's shade,
Where heaves the turf in many a mouldering heap,
Each in his narrow cell for ever laid,
The rude forefathers of the hamlet sleep. 10 marks.
5. Correct any errors you may observe in the following sentences. If you think that any of them is correct, say so. Give the reason for your opinion in every case.
 - (a.) *The money, food, and other things which a farmer spends on the labourers, and on the horses which cultivate his land, or a clothier on his weavers, is called Circulating Capital.*
 - (b.) *Our best friends are those who tell us of our faults, and teach us to correct them.*
 - (c.) *Sailing into Gahway Bay, the shores present a great deal of diversity.*
 - (d.) *I intended to have called on him last week.* 10 marks.
6. When the possessor of a thing is denoted by two or more nouns, which of them should be put in the possessive case? 6 marks.
7. Make a list of six adjectives irregularly compared, showing their comparison in full. 6 marks.
8. Parse "*I might have been appointed*" fully—
 - (a.) *According to Murray's method; and*
 - (b.) *According to the English method.* 6 marks.
9. Give the derivations of each of the following words:—*Tragedy*—*Embroider*—*Extirpate*—*Bayonet*—*Democracy*. 6 marks.
10. Mention three different exceptions to the rule that when proper names ending in "*y*" are used in the plural number, the "*y*" is retained. 6 marks.

GEOGRAPHY.—60 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Appendix

Examination
Questions.Female
Teachers.

B Papers.

1. State the first law of climate. Give examples illustrating this law. 12 marks.
2. Draw an Outline Map of so much of England as shall include the ten South Midland and the six Southern Counties. Mark with names the principal rivers, headlands, and seaports. 12 marks.
3. Name (a) two seas in which the tides are almost imperceptible; and (b) two places where the tides rise to great heights, and with great suddenness. Explain the cause in each case. 12 marks.
4. Name six rivers of Scotland, and the principal towns on each. 12 marks.
5. What is the interval between high water on one day and high water on the next? Explain the cause of this difference. 12 marks.
6. How is the absence of rain in part of Peru accounted for? 6 marks.
7. Name six of the principal lakes of Scotland; state in what counties they are situated; and give the areas of two of them. 6 marks.
8. State what you know of Tasmania. 6 marks.
9. Where are the following towns:—Elvas, Ypres, Wiesbaden, and Belgrade? 6 marks.
10. What are the chief exports of the following countries:—India, Sweden, Chili, Newfoundland, Spain, Cape Colony? 6 marks.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

1. When a vulgar fraction in its lowest terms is reduced to a recurring decimal, state what limit there is to the number of figures in the recurring period. Why must there be a limit? 20 marks.
2. A pays £9 3s. 4d. more rates than B, their incomes being equal; living in different towns they are rated at 2s. and 1s. 4d. in the £1 respectively. What is the income? 20 marks.
3. A can do a piece of work in 12 hours, B in 4, and C in 3 hours. All three work for half an hour and then A leaves off. How long will it take B and C together to finish the work? 20 marks.
4. A sells goods to B for £115 19s. 2d., and gains 10 per cent. on the price he originally paid; B sells the same goods at a loss of 10 per cent. on the price at which he bought them; at what price did A buy, and at what price did B sell? 20 marks.
5. A man buys £1,000 stock in 3 per cents. at 72; find (a.) how much money he invests, (b.) the rate per cent. he receives as interest on his money, and (c.) the alteration in his income if he sold out and invested in 4 per cents. at 90. 20 marks.
6. Find the simple interest on £456 5s. for 248 days at 5 per cent. per annum. (This is to be worked as an exercise in Compound Proportion). 10 marks.

- Appendix M.*
Examination Questions.
Female Teachers.
B Papers.
7. If $5\frac{1}{2}$ per cent. is gained by selling butter at £5 5s. 6d. per cwt., how much per cent. will be gained or lost by selling it at 1s. 3d. per lb? 10 marks.
 8. Reduce 3 oz 15 dwts Troy to the fraction of 6 oz 12 drs Avoirdupois. 10 marks.
 9. You multiply the numerator and denominator of a vulgar fraction by any number; the value of the fraction remains unaltered. Why? 10 marks.
 10. Find the value of $\frac{4\frac{4}{5} \text{ of } 2\frac{3}{5}}{5\frac{1}{2} - 4\frac{1}{2}}$ of £10. 10 marks.

COMPOSITION.—50 Marks.

Two hours allowed.

Punctuality,

Or,

Vacations.

HISTORY.—40 Marks.

An hour and a half allowed for this paper.

Only five questions to be attempted.

1. When and under what circumstances did the German Empire cease to exist, and when was it revived? 8 marks.
2. Relate what you know of the occupation of Spain by the Moors. 8 marks.
3. Mention the principal Judges in Israel. Who was the last? 8 marks.
4. State what you know of the Star Chamber, the period of its existence, why so named, and the statute which it violated. 8 marks.
5. Explain the references in "The hall where a Strafford had for a moment awed and melted a victorious party." 8 marks.
6. Give a short sketch of the origin and history of the East India Company. 4 marks.
7. Give a short account of the dynasty whose reigning prince was known in Europe as the Great Mogul. When, and under whom, did this race of monarchs attain its greatest splendour? 4 marks.
8. What was the Heptarchy? When and by whom was it abolished? 4 marks.
9. In what two countries does the House of Braganza reign? 4 marks.
10. Mention the principal persons of historical importance connected with Thebes and Macedonia. 4 marks.

SPELLING EXERCISE, &c.—50 marks (including 20 marks for Dictation).

One hour and a half allowed for this paper.

Only five questions to be attempted.

1. Accent, from its very nature, must affect not only the Syllable under it, but also the Syllable next it? Explain and illustrate this statement. 6 marks.

2. Give five classes of exceptions to the first rule of spelling, with examples of each. 6 marks. *Appendix M*
3. What twofold pronunciation is there of all living tongues, and which of the two have lexicographers generally given as the "model of speech"? 6 marks. *Examination Questions.*
4. Quote words in which respectively the following letters or combinations are silent:—*g, gh, k, c, p.* 6 marks. *Female Teachers.*
5. *Tumbler, corporal, habit, table.* Give the different meanings of each of these words, and show that the primary meaning runs through all the others. 6 marks. *B Papers.*
6. *Monies* or *moneys*, *movable* or *moveable*, *downfal* or *downfall*. Which is the more usual orthography? 3 marks.
7. Mention the diminutives formed from the following terms—*bind, thumb, seat.* 3 marks.
8. *Inference, inferring.* Why is the *r* doubled in the latter, though not in the former word? 3 marks.
9. Give the various meanings of:—*Mould, stock, and pitch.* 3 marks.
10. "Long sounds in primitives become short in derivatives." Give some examples. 3 marks.

LESSON BOOKS.—50 marks.

An hour and a half allowed for this paper.

Only five questions to be attempted.

1. (a.) Write out the three stanzas (12 lines) beginning—
"The honeyed cowslip tufts once more." (b) Explain, as you would to a class:—(1) "with gradual ray," (2) "yon empyreal sphere," (3) "lustral dews;" (c) "I see her not." Who is *she*? 10 marks.
2. Give an account of the rearing and management of silkworms, from the hatching of the eggs to the collection of the raw silk. 10 marks.
3. (a.) What equivalent is received for the taxes we pay?
(b.) State the difference between this exchange and all others. 10 marks.
4. Write out five of the rules given in the Girls' Reading Book for the prevention of accidents by fire. 10 marks.
5. Describe the process of dissolution of an iceberg at sea, and the effect produced by an iceberg when stranded. 10 marks.
6. Give Dr. Franklin's reply to the question—"Must a man afford himself no leisure?" 5 marks.
7. Why is it that no "money bills" are originated in the House of Lords? 5 marks.
8. Mention remedies for the following metallic poisons—(a) arsenic, (b) corrosive sublimate, (c) sugar of lead. 5 marks.
9. Comparing beef, pork, and mutton, which of these meats "goes farthest" or is most economical? Give the reason for your answer. 5 marks.
10. Explain the following terms occurring in "The Castle," Sixth Book of Lessons: carpet knight, housing, sumpter-mules, palfrey, bill. 5 marks.

Appendix

Examination
Questions.Female
Teachers.

B Papers.

BOOKKEEPING.—50 Marks.

An hour and a half allowed for this paper.

N.B.—Only five of these questions to be attempted.

1. Took stock, and found in my possession—Cash, £56 13s. 4d.; goods, £592 1s. 6d.; debts due to me, £71 2s. 4d.; debts due by me, to A. B., £141 16s. 8d. Make the necessary journal entries in this case. 10 marks.
2. Thomas Sheehan paid me £30. In mistake I gave credit to Thomas Shea. How shall I correct the error? 10 marks.
3. Received from John Doran £200, lent him with interest, £208. What are my journal entries? 10 marks.
4. On which side must the balance, if any, be entered at the closing of (a) "Bills Payable," (b) "Bills receivable" accounts, and why? 10 marks.
5. John Jones buys goods worth £100 from Michael Swift, but the latter owed the former £75, and received from Jones the balance (£25) in cash. What are John Jones's entries? 10 marks.
6. How is the balance of the goods account found? 5 marks.
7. When the balance account is closed what does it show (a) on the debtor side, and (b) on the creditor side, and (c) what does the balance (if any) of this account represent? 5 marks.
8. Specify the deductions or allowances which a merchant must make when balancing his books. 5 marks.
9. I accept, this day, Mr. Lecky's draft at three months, due 16th October. Give my journal entry. 5 marks.
10. Which side of the Profit and Loss Account should be the greater if I had lost, and why? 5 marks.

B and C
Papers.

DICTATION.

Sixth Book, page 325. "Sherwood Forest."
From "The sun was setting,"

to

"Stones of large dimensions."

Also ten words, namely:—

<i>Falcon.</i>	<i>Aquilina.</i>
<i>Guillotine.</i>	<i>Phlegm.</i>
<i>Paucity.</i>	<i>Saltpetre.</i>
<i>Proselyte.</i>	<i>Plague.</i>
<i>Raspberry.</i>	<i>Efferescence.</i>

METHODS OF TEACHING, &c.—60 Marks.

An hour and a half allowed for this paper.

C Papers.

Only five questions to be attempted.

1. Distinguish the three kinds of parsing. Write out two questions to exemplify each sort. 12 marks.

2. How would you ascertain for what class a new pupil was fitted; and how should a former pupil, who had returned after a lengthened absence, be dealt with? 12 marks. *Appendix M Examination Questions. Female Teachers. C Papers.*
3. State fully the proper method of teaching writing to first class. 12 marks.
4. On what three points does the progress of the pupils in reading depend? 12 marks.
5. What definitions of the noun, adjective, and verb are given in the Hand Book as the most suitable for young children? What explanation should always be given with the definition of the noun? 12 marks.
6. For what purpose is the Arithmeticon used? At what stage should it be discontinued? 6 marks.
7. What are the proper ways of putting a question in class, or gallery teaching? 6 marks.
8. How may unpunctuality of attendance on the part of the pupils be prevented? 6 marks.
9. What are the programme requirements of fourth class pupils in grammar? 6 marks.
10. Why are engraved "Head Lines" better than those that are written by the teachers? 6 marks.

GRAMMAR AND DERIVATIONS—60 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions, of which the parsing exercise must be one, are to be attempted.

1. "Oh! foolish members" said the stomach, you now, perceive *that what you used to supply to me, was in reality supplied to yourselves. If you are occupied in feeding me, it is by me in turn that the blood vessels which nourish you are fed.*

(a.) Parse the words in italics.

(b.) What is the object of "perceive" in the first sentence?

20 marks.

2. Mention *three* exceptions to the rule, that the adjective generally precedes the noun which it qualifies. 10 marks.

3. Give a general analysis of the following passage:—

Ferdinand and Isabella, having been informed of the return and discoveries of their admiral, by the messenger whom he had despatched from Lisbon, awaited him at Barcelona with honour and munificence worthy the greatness of his services. 10 marks.

4. Quote the *four* principal Rules of Government, giving an example of each. 10 marks.

5. Give the derivation of the following words:—

Architect—Precipice—Disastrous—Auriferous—Endeavour—Parish—Calico—Affable—Theatre—Profane. 10 marks.

6. Give *three* examples of words used both as adjectives and adverbs; and say how they are to be distinguished. 6 marks.

7. Make out a list showing the *eleven* variations of the verb "to be." 6 marks.

8. Write out in both numbers, the *second future passive*, and the *plus perfect potential passive* of the verb "to teach." 6 marks.

9. What name is given to those pauses which are not represented by points? What general rule should be followed in using them? 6 marks.

10. Specify two instances in which the present tense may be used for the past. 6 marks.

Appendix M

Exami-
nation
Questions.Females
Teachers.

C Papers.

GEOGRAPHY.—60 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

1. Explain fully and clearly how the seasons are produced. 12 marks.
2. Compare the temperature of the Northern and Southern Hemispheres, and explain how the difference arises. 12 marks.
3. Draw an Outline Map of the county in which your school is situated. Write round it in their order the names of the adjoining counties, and insert the chief towns, mountains, and rivers of your county. 12 marks.
4. Write out, in tabular form, the ten North Midland Counties of England, with two principal towns in each. 12 marks.
5. Name the nine distinct mountain systems of Europe, and state the position of each. 12 marks.
6. Name the five groups into which the Islands of Scotland are divided, and state the position of each group. 6 marks.
7. Where, and for what noted, are Brighton, Saragossa, Simla Bologna? 6 marks.
8. Name four towns in Ireland the names of which commence with Carrick, and describe accurately the situation of each. 6 marks.
9. Give three of the arguments used to prove that the earth is a globe. 6 marks.
10. Name the most easterly points of the mainlands of England, Ireland, and Scotland respectively. 6 marks.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

1. Define Ratio and Proportion. Why is it that if any three terms of a proportion are given the remaining term can always be found? 20 marks.
2. Express the difference between 2.535 and 2.535 (1) by a circulating decimal and (2) by its equivalent vulgar fraction. 20 marks.
3. A Troy pound of standard gold is worth £46 14s. 6d., and 80 half-pence weigh one pound avoirdupois; find in grains the difference in weight between a sovereign and a half-penny. 20 marks.
4. What would be the amount in 6 years at 4 per cent., simple interest, of a sum the amount of which in four years is £522? 20 marks.
5. Make up the following account, and write out the bill neatly:—115 yards of ribbon at 3d. a dozen yards; 7 pieces of linen, each measuring 55 yards, at 2s. 3d. a yard; $\frac{1}{4}$ million of pins at 1s. 2d. a thousand; 5,000 hooks and eyes at 1 $\frac{1}{2}$ d. a score; 3 gross of buttons at 3 $\frac{1}{2}$ d. a dozen. Deduct 2 $\frac{1}{2}$ per cent. discount for cash payment. 20 marks.
6. Find the difference between $\frac{1}{1000}$ of £10 16s. 8d. and $\frac{1}{100}$ of £8 6s. 8d. 10 marks.
7. What principal put out to interest at the rate of 3 $\frac{1}{2}$ per cent. per annum, will produce for interest £46 0s. 7 $\frac{1}{2}$ d. in 10 months. 10 marks.

8. Find true discount on a bill of £698 17s. 8½d. due in $1\frac{1}{4}$ years, at 4½ per cent. per annum, simple interest. 10 marks.
9. If .275 of the cost of a yard of cloth exceeds $\frac{2}{3}$ of the cost by 9½d.; what is the cost of the cloth by the yard? 10 marks.
10. Find by Practice the cost of 28 tons 9 cwt. 3 qrs. 7 lbs at 5s. 10d. a stone. 10 marks.

Appendix
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O Papers.

SPELLING EXERCISE, &c.—50 marks (including 20 marks for Dictation).

One hour and a half allowed for this paper.

Only five questions to be attempted.

1. Explain, by reference to the Etymology, the meaning of each of the following:—*salver, lass, forsake, luggage.* 6 marks.
2. (a.) Name at least five words in each of which both the terminations *er* and *or* are used.
(b.) State the grounds on which the omission of *u* in all such cases is recommended. 6 marks.
3. "When an affix or termination beginning with a vowel is added to a word ending with *e*, the *e* is omitted. Write out the exceptions to this rule. 6 marks.
4. What words are liable to be confounded with—*juggler, tents, exercise, ingenious*? Give the meanings of all. 6 marks.
5. By what rule should we be guided in the choice of *in* or *on*, *im* or *en*, in spelling words with these prefixes. 6 marks.
6. What words are pronounced nearly like the following:—*castor, lion, stationary, principal, Venus*? 3 marks.
7. (a.) Define the terms *primitive word, derivative word.* (b.) State the three ways in which derivative words are formed. 3 marks.
8. What words are pronounced exactly like *heir, need, you*? 3 marks.
9. Show that the letter *a* has four different sounds. 3 marks.
10. When doubtful as to whether a word ends in *able* or *ible* how should you be guided? Give some examples. 3 marks.

LESSON BOOKS.—50 marks.

An hour and a half allowed for this paper.

Only five questions to be attempted.

1. How, and at what season of the year did the Jews celebrate the Feast of Tabernacles; and what event did that festival commemorate? 10 marks.
2. (a.) By what facts was Columbus convinced that new countries were to be found west of the Atlantic Ocean?
(b.) How does it appear that he did not suppose a new continent to exist? 10 marks.
3. (a.) Describe the manner in which plate glass is cast and polished.
(b.) What materials are used in "silvering" it? 10 marks.

Appendix M
Examination
Questions.

Female
Teachers.

C Papers.

4. Perhaps the camels of the Ishmaelite
Trampled and passed it o'er,
When into Egypt from the Patriarch's sight
His favourite son they bore.
(a.) Name the author of these lines? 10 marks.
(b.) What does "it" refer to? 10 marks.
(c.) Who is the favourite son alluded to? 10 marks.
5. Quote the verses in which the poet Gray describes the "fury
passions" that tear the mind. 10 marks.
6. What are stated in "The Girls' Reading Book" to be the three
golden rules to be kept in view by all poultry keepers? 5 marks.
7. Enumerate the localities in Ireland in which lead ore has been
found. 5 marks.
8. Account for the formation of pearls. 5 marks.
9. Give any four consecutive lines from "The Castle" (Sixth Book)
and explain: *Sewer*; *Seneschal*; *azure shield*; *Malvoisie*; *blazon'd*
sable. 5 marks.
10. In what countries is gutta-percha produced, and how do the
natives obtain it? 5 marks.

Monitors.

D Papers.

III.—MONITORS.

METHODS OF TEACHING.—60 Marks.

One hour and a half allowed for this paper.

N.B.—*The first question must be attempted and not more than three of those which follow.*

1. Write notes of a half-hour lesson on "The Camel," or, on "Salt." 20 marks.
2. Describe the proper method of instructing children in a new
reading lesson. 14 marks.
3. "Make your pupils read fluently and sensibly." Describe clearly
how this may be done. 14 marks.
4. Explain the distinction between questions of examination and
questions of instruction. By what other names are the latter known?
What is their chief object? 12 marks.
5. "They" (the pupils) "should be habituated to give full answers."
Explain and illustrate what is meant by "full answers." 8 marks.
6. Why is it more important for a teacher to read well than to write
well? 8 marks.
7. What step should precede the learning by rote of the pieces of
poetry. 8 marks.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only four of these questions, of which the parsing exercise must be one, are to be attempted.*

1. Parse fully the underlined words in the following sentence:—
"The Dutch, whom we are apt to despise for want of genius, show an
infinitely greater taste of antiquity and politeness in their buildings and
works of this nature, than what we meet in those of our own country."
24 marks.

2. Give the roots of the following words:—*rebellion, capable, progress, college, nautical, sympathy.* 12 marks. *Appendix*
3. Give inflections of *lady, rich, may.* 12 marks. *Examination Questions.*
4. Correct any errors you may see in the following:—
- (i.) He is one of the boys that was kept in at school for bad behaviour. *Monitor.*
- (ii.) The river has overflowed its banks. *D Papers.*
- (iii.) Although I knew it to be he. 12 marks.
5. Give the past tense and past participle of the following verbs:—*be, lie, fly, arise, move, strive.* 8 marks.
6. What are the meanings of the following affixes when attached to adjectives:—*escent, -en, -able, -ly, -ose, -less.* 8 marks.
7. Decline *ox* and *lad.* 8 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—*The map must be attempted, and not more than three of the questions which follow.*

1. Draw an outline map of Ireland, and trace the courses of the Suir, Bann, Moy, Slaney, Liffey, and Shannon. 20 marks.
2. Where are Antwerp, Birkenhead, Smyrna, Strabane, Amoy, Monte Video, and Brooklyn? 14 marks.
3. What and where is each of the following:—Menam, Erzgebirge, Pickins, Carpentaria, Leland, Luzon? 14 marks.
4. Name the five zones, their boundaries, and width in degrees. 12 marks.
5. Which is the largest of the Sandwich Islands, and what volcano is in it? 8 marks.
6. Name the British possessions and settlements in Europe and Australia. 8 marks.
7. Name the States of which Central America is composed. 8 marks.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—*The first question must be attempted and not more than three of those which follow.*

1. (a) Give the rule for finding the time in which, at a given rate per cent. per annum, a given principal would produce a given interest. (b) In finding the interest of a given principal for any number of days at any rate per cent., the divisor 73,000 is employed; show how this divisor is obtained. 25 marks.
2. If a man gain $\frac{2}{3}$ of the prime cost of an article by selling it at 7s. 6d., what will he gain per cent. by selling it at 8s. 6d. 25 marks.
3. Find the extent of $\frac{2}{3}$ of $6\frac{1}{2}$ of 8 acres + $7\frac{1}{2}$ of a square yard— $\frac{9}{11}$ of $2\frac{1}{2}$ rods. 25 marks.

Appendix.	4. If a horse eat $10\frac{1}{2}$ lbs. of hay per day, and a cow $14\frac{1}{2}$ lbs., how long	
Examination	will 2 tons of hay last 9 horses and 6 cows?	25 marks
Questions.	5. Find in yards the side of a square field containing 15 acres 2 roods	15 marks
Monitors.	29 perches 3 yards.	15 marks
D Papers.	6. A person buys 3 cwt. 3 qrs. and 14 lbs. of tea for £33 16s. 8d., and sells it at the rate of 1s. 10d. per lb., how much does he gain or lose, and what is his gain or loss per cent.?	15 marks
	7. £1,530 is invested in $3\frac{1}{2}$ per cent. stock at 95; how much money invested in 3 per cent. stock at $92\frac{1}{2}$ would produce the same income?	15 marks

GEOMETRY AND MENSURATION.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—Only three questions to be attempted.

1. Given sum of the diagonal and two sides of a square: to construct it. 18 marks.
2. Trisect a given right line. 18 marks.
3. If the square described on one side of a triangle be equal to the sum of the squares described on the other two sides, prove that the angle contained by those two sides is a right angle. 14 marks.
4. If one side of a triangle be produced the exterior angle is greater than the angle opposite the side produced. Prove this. 10 marks.
5. The area of an equilateral triangle is 389·7 perches, find the length of the side. 10 marks.
6. Define rhombus, rectangle, square, and equilateral triangle; how is the area of each of these four figures determined? 10 marks.

ALGEBRA.—50 Marks.

Two hours allowed for this paper.

N.B.—Only three questions to be attempted.

1. Solve the equations:—
 - (1.) $\frac{6x+7}{15} - \frac{2x-2}{7x-6} = \frac{2x+1}{5}$.
 - (2.) $(x-a)(x-b) = ab - a^2$. 20 marks.
2. Divide $\left(\frac{7x+3}{8} - \frac{5x+4}{6}\right)$ by $\left(\frac{3x+4}{4} - \frac{2x-3}{3}\right)$. 15 marks.
3. Reduce the following fraction to its lowest terms:—

$$\frac{3x^2 + 23x - 36}{4x^2 + 33x - 27}$$
 15 marks.
4. Find continued product of $(a+b+c)$ $(a+b-c)$ $(a-b+c)$ $(b-a+c)$. 10 marks.
5. Six years ago a boy was three times as old as his brother, he is now only twice his age; how old is each? 10 marks.
6. Find the value of the expression

$$\frac{4x^2 - 7x^2y + 3y^2 - 2xy^2 + y}{2x^4 - 5x^3y + 5x^2y^2 - 2y^4}$$
 when $x=2$ and $y=3$. 10 marks.

SPELLING BOOK, &c.—50 Marks (including 20 for dictation).

One hour and a half allowed for this paper.

N.B.—Only three questions to be attempted.

Appendix

Exam-
nation
Questions.

Monitors.

D Papers

The dictation exercise is to be taken from the Fifth Book of Lessons, pages 146 and 147, from "Although it is always fluid," &c., down to "touch the fingers." 20 marks.

1. To the following words annex affixes which will exemplify the fourth rule of spelling, or the exceptions to that rule:—*eye, palate, pore, peace*. 10 marks.

2. Give the various meanings of each of the following words:—*mean, water, jet*. 10 marks.

3. Some words of more than one syllable may be used as nouns or as verbs. What change of accent indicates what part of speech the word is to be considered; and what tendency in the language produces this change? 10 marks.

4. State what rules, or exceptions to rules, of spelling are exemplified by the following words:—*skimmed, boxing, reprise, disappoint*. 8 marks.

5. What is meant by verbal distinctions? Name two kinds of them, and give examples of each kind. 8 marks.

6. Distinguish in pronunciation and meaning the pairs of words spelled as follows:—*around, collect, invalid*. 6 marks.

LESSON BOOKS.—50 Marks.

An hour and a half allowed for this paper.

N.B.—The composition must be attempted and not more than three of the questions which follow.

1. As an exercise in composition, write out in your own words, the substance of Franklin's story of "The Grindstone." 20 marks.

2. Who was the "Man of Ross"? State some definite grounds for Pope's praise of him. 10 marks.

3. Give a brief description of the "happy valley" in *Rasselas*. 10 marks.

4. Write explanatory notes on (a) "The gilded spurs to claim," (b) "The Rocket" locomotive engine, (c) "The Hall of William Rufus," (d) "Solstitial rains." 10 marks.

5. "Thus to relieve the wretched was his pride." Write out the next seven lines. Of whom are these words spoken? 10 marks.

6. What was Edmund Burke's first political appointment; and what other public offices did he subsequently hold? 8 marks.

7. From "Ode on Spring," write out six lines beginning, "The insect youth." 6 marks.

Appendix M

Exam-

nation

Questions.

Mentors.

D Papers.

BOOKKEEPING.—50 Marks.

An hour and a half allowed for this paper.

Only four questions to be attempted.

1. Journalize the following Waste Book entries:—
- | | £ | s. | d. |
|---|-----|--------|----|
| Jan. 1, I have cash on hands, . . . | 120 | 0 | 0 |
| " 10, Advanced for John Brown . . . | 50 | 0 | 0 |
| " 31, Lent William Jones, . . . | 25 | 0 | 0 |
| Feb. 20, Received from John Brown, . . . | 35 | 0 | 0 |
| " 28, Lent James Smyth, . . . | 20 | 0 | 0 |
| Mar. 10, Received from William Jones, . . . | 10 | 0 | 0 |
| " 31, Received from John Brown, . . . | 5 | 0 | 0 |
| | 12 | marks. | |
2. Post the foregoing in the necessary Ledger accounts, and balance these accounts. 20 marks.
3. On closing the several accounts to what other account is the balance of the Balance account transferred, and what is this balance called? 10 marks.
4. Explain what *taking stock* consists in and why it is necessary. 8 marks.
5. Why must the balance of Wine on hand (if any), of a Wine account be entered on the Cr. side? 6 marks.
6. Explain the use of a *Journal* as distinguished from a *Waste Book*. 6 marks.

AGRICULTURE.—50 Marks.

An hour and a half allowed for this paper.

N.B.—Only four questions to be attempted.

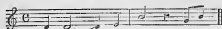
1. To have a cabbage crop fit for use in a cottage garden at the end of April and beginning of May, what variety of cabbage should be selected, when should it be sown, and when should the transplanting be done? 15 marks.
2. Describe the mode of sowing grass seeds with spring corn, and state what mixture per statute acre you would sow on a good strong loam in the five-course rotation (that is, for one year's meadow, and one year's pasture)? 15 marks.
3. State the most economical and advantageous way of applying farmyard and artificial manures, *conjointly* for the growth of root crops. 10 marks.
4. At what period of the year is the "handfeeding" of milch cows most likely to be required, and what are the kinds of artificial food generally used on such occasions? 10 marks.
5. What valuable constituent does farmyard manure lose by fermentation, and how may this loss be prevented? 8 marks.
6. Give six of the good points you would note if selecting a pig. 6 marks.
7. How may the ravages of the wireworm be prevented or at least lessened? 6 marks.

MUSIC.—50 Marks.

Two hours allowed for this paper.

Only four questions to be attempted.

1. What are the major and minor thirds in the scales of Sol, Fa, and Mi flat respectively? 13 marks.
2. Write on the staff with proper signature, the major scale of la b. 13 marks.
3. How should the following passage be read—giving the words to be said when reading, and the time to be given to each word? 12 marks.



4. What are the commonest modulations from the following scales :—
Fa, Sol, Re? 12 marks.
5. Write on the staves the signatures of the following major scales :—
La, Fa, Si. 12 marks.
6. How many semitones (a) in a minor seventh; (b) in a perfect fifth? 6 marks.

DRAWING.—50 Marks.

Three hours allowed for this paper.

The examination consists of three parts :—

- (1.) Freehand drawing from the flat.
- (2.) Object drawing in outline.
- (3.) Practical Geometry.

I. FREEHAND DRAWING.

A drawing of an example supplied is to be made as there directed.

II. OBJECT DRAWING IN OUTLINE.

The examiner will place on a small drawing-board (about 1½ feet by 1 foot) an ordinary saucer in which a cup is to rest, lying on its side, with the handle turned towards the candidate, and in such a position as to permit of a partial view of the bottom (of the cup). The board should be placed about 2 feet from the floor. The board, cup, and saucer are to be drawn so as to fairly fill the paper.

III. PRACTICAL GEOMETRY.

Only three questions to be attempted.

1. At one end of a line, 3 inches long, construct a right angle and trisect it. 6 marks.
2. On a straight line of 2 inches in length, construct a regular hexagon, and inscribe a circle within it. 6 marks.
3. Find a mean proportional between 2 lines, 5 and 8 inches long respectively. 6 marks.
4. Divide a line 3½ inches long into 2 parts, so that one part may be a sixth of the other. 6 marks.
5. Draw two lines forming an angle of 40° and bisect this angle. 6 marks.
6. Draw any circle, and make a square equal in area to it. 6 marks.

Appendix

Examination
Questions.

Monitors.

D Papers.

Appendix

Examination
Questions.Montrosses
D Papers.

IV.—MONTRESSSES.

METHODS.—60 Marks.

An hour and a half allowed for this paper.

N.B.—*The first question must be attempted, and not more than three of those which follow.*

1. Write notes of a half-hour lesson on *Fruit* or *The Lion*.
20 marks.
2. State some of the evils of copying and prompting, and say how these practices may be put a stop to.
14 marks.
3. Mention some of the causes which lead to "guessing." How is this objectionable practice to be checked?
14 marks.
4. What are the two "great and almost universal faults" of the reading in our schools; and where are they usually acquired?
12 marks.
5. What tests do you apply in order to ascertain whether a child in First Class is fit to be advanced to a new lesson?
8 marks.
6. Under what conditions, and for what purpose, may simultaneous answering be employed with advantage?
8 marks.
7. What disadvantages are attendant on very large and on very small drafts respectively?
8 marks.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only four of these questions, of which the parsing exercise must be one, are to be attempted.*

1. Parse fully the underlined words in the following sentence:—
"There are some tribes of negroes who are very fond of a kind of pretty little shells called cowries, which their women string for necklaces; and these shells serve them as money."
24 marks.
2. Give the roots of the following words:—Execute, Precious, Hostile, Epidemic, Despair, Myriad.
12 marks.
3. Correct any errors you may see in the following:—
(i.) Do you know who you speak to?
(ii.) Which of them persons were present?
(iii.) I am resolved not to comply with the proposal, neither at present nor at any other time.
12 marks.
4. Give an example of *nominative absolute*, *noun in apposition*, and *noun in second person*.
12 marks.
5. What are diminutive nouns? Give examples.
8 marks.
6. Write down the feminines of *Czar*, *Marquess*, and the possessives plural of *Child*, *Lass*. How do proper nouns differ from common nouns? And when do proper nouns become common nouns?
8 marks.
7. What verbs have a passive voice, and how is this voice formed? Give the meanings of the following prefixes:—Subter-, Pseudo-, Mis-, Inter-, Eu-, Juxta-.
8 marks.

GEOGRAPHY.—60 Marks.

An hour and a half allowed for this paper.

N.B.—*The Map must be attempted, and not more than three of the questions which follow.*

1. Draw an outline map of Ireland, and mark the position of Croagh Patrick, Slieve Donard, Loughquilla, Galteeamore, Errigal, Mangerton.
20 marks.

2. Of what does the Kingdom of Denmark consist? Name the Danish Colonies. 14 marks. *Appendix*
3. Name the boundaries and chief towns of Afghanistan. 12 marks. *Examination Questions.*
4. Describe in their order (from base to summit) the plants which a traveller would find in ascending a high mountain at the Equator. 14 marks. *Model Answers.*
5. Name the four extreme points of Australia, and the political divisions of that Continent. 12 marks. *DjPapers.*
6. In what Continent is each of the following animals found:—Anteater, Humming Bird, Zebra, Ibex, Chimpanzee, Opossum? 9 marks.
7. Write down seven rivers flowing into Bay of Bengal. 7 marks.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—*The first question must be attempted, and not more than three of those which follow.*

1. Define prime number, complex fraction, greatest common measure. Find the G. C. M. of 6906 and 10359. 25 marks.
2. If 25 men can make 1 mile of a road in 30 days, how many men would be required to make 7.5 miles in $\frac{1}{3}$ th of the same time? 25 marks.
3. Find what decimal multiplied by 4.5 will give the sum of $\frac{1}{4} + \frac{1}{3} + \frac{1}{6} + 3\frac{1}{2}$. 25 marks.
4. If I gain 11 $\frac{1}{2}$ per cent. by selling candles at 7 $\frac{1}{2}$ d. per lb., what do I gain or lose per cent. by selling them at 5 $\frac{3}{4}$ d. per lb.? 25 marks.
5. Express 6 days 12 hours as the decimal of 2 weeks 2 days 10 hours. 15 marks.
6. At what rate per cent. per annum will £767 10s. become £1105 4s. in 8 years, simple interest? 15 marks.
7. If a man spend 10 guineas every 7 days, and save £100 a year, what is his income? 15 marks.

SPELLING BOOK, &c.—50 Marks (including 20 for dictation).

One hour and a half allowed for this paper.

N.B.—*Only three questions to be attempted.*

Dictation.—Fifth Book, pp. 18–19. “A lofty mountain” to “peninsula of Portrush.” 20 marks.

1. Give the various meanings of each of the following words:—*butt, lime, stock.* 10 marks.

2. Distinguish in pronunciation and meaning the pairs of words spelled as follows:—*courtesy, frequent, tarry.* 10 marks.

3. To the following words join affixes which will exemplify the fifth rule for spelling, or its exceptions:—*abridge, awe, peace, agree.* 10 marks.

4. Write out the second rule for spelling. 8 marks.

5. What words are grouped with the following in the first class of verbal distinctions:—*seating, mantle, stile?* Give the meaning of each word. 6 marks.

6. From what do the chief difficulties of orthography arise? 6 marks.

Appendix M.

Examination Questions.

Monitress the questions which follow.

D Papers.

LESSON BOOKS.—50 Marks.

An hour and a half allowed for this paper.

N.B.—*The composition must be attempted, and not more than three of*

1. As an exercise in composition, write out in your own words the story of "The Lion and the Spaniel." 20 marks.
2. Give briefly Macaulay's description of the physical and mental organization of the Bengalees. 10 marks.
3. Write explanatory notes on the following:—*dungeon keep, St. George's banner, battled towers, portcullis.* 10 marks.
4. Describe the palace in the "Happy Valley" in the story of "Rasselas." 10 marks.
5. From "True Greatness" write out ten lines, beginning, "Fame but from death." 10 marks.
6. What was Burke's first avowed literary work, and with what object was it written? 8 marks.
7. Relate the circumstances which led King Alfred to undertake the study of Latin? 6 marks.

MUSIC.—50 Marks.

An hour and a half allowed for this paper.

Not more than four questions to be attempted.

1. Write out on the stave the major scale of three sharps with proper signature. 13 marks.
2. Name *all* the marks usually placed at the beginning of a piece of music, and tell the use of each. 13 marks.
3. How should the following passage be read—giving the words to be used when reading, and stating the time to be given to each word. 12 marks.



4. Define the terms Tonic, Leading note, Dominant, and Sub-dominant. 12 marks.
5. What is the interval between Do and the next La above, and also that between La and the next Do above? 8 marks.
6. What note is a Minor Seventh above Do? 8 marks.

DRAWING.—50 Marks.

Three hours allowed for this paper.

The examination consists of three parts:—

- (1.) Freehand drawing from the flat.
- (2.) Object drawing in outline.
- (3.) Practical Geometry.

I. FREEHAND DRAWING

A drawing of an example supplied is to be made as there directed.

Appendix M.

Examination Questions.

Monitresses

D Papers.

II. OBJECT DRAWING IN OUTLINE.

The examiner will place a shallow tray or plate in the middle of a small drawing board (about 18 inches by 13 inches), and on the tray or plate will stand a decanter, or a water-bottle with long neck, and near it a tumbler on its side showing mouth of tumbler, at an angle, to observer. Place group about 2 feet 6 inches from floor. Board, tray or dish, and objects thereon are to be drawn, and the drawing should fairly fill the paper on which it is made.

III. PRACTICAL GEOMETRY.

Only three questions to be attempted.

1. Divide a line 5 inches long into seven equal parts. 6 marks.
2. Inscribe a regular hexagon in a circle of $1\frac{1}{2}$ inches radius. 6 marks.
3. Draw a line 2 inches long and at one extremity erect a perpendicular $1\frac{1}{2}$ inches high. 6 marks.
4. Describe a triangle which shall have its sides $1\frac{1}{2}$ and 2 inches, and the angle between them a right angle. 6 marks.
5. Inscribe 4 equal circles within a square of 2 inches side, touching each other, and each circle also to touch two sides of the square. 6 marks.
6. Find a third proportional to two straight lines, respectively 6 and 5 inches long. 6 marks.

EXTRA SUBJECTS—MALES.

GREEK—50 Marks.

One hour and a half allowed for this paper.

Male Teachers.
Extra.

N.B.—*Only five questions to be attempted—one at least from each Section, A, B, C.*

A.

1. Translate into English :—

Κῦρος γὰρ ἐπεμπε βίους οἶνου ἡμιδεῖς πολλάκις, ὅποτε πάνυ ἡδὺν λάβοι, λέγων, εἴτι οὕτω δὴ πολλοῦ χρόνου τοῦτον ἡδῶναι οἶνον ἐπιτύχοι. τοῦτον οὖν σοὶ ἐπεμψε, καὶ δέχεται σου τήμερον τοῦτον ἐκτεῖν σὺν οἷς μάλιστα φάσεις. Πολλάκις δὲ χήνας ἡμιβρώτους ἐπεμπε καὶ ἀργῶν ἡμίσεια, καὶ ἄλλα τοιαῦτα, ἐπιλέγειν κελύων τὸν φέροντα. Τοῦτοις ἥσθη Κῦρος· βούλεται οὖν καὶ σὺ τούτων γέσσαι. "Ὅπου δὲ χιλὸς σπάνιος πάνυ εἴη, αὐτὸς δ' ἰδόντα παρασκευάσασθαι διὰ τὸ πολλοὺς ἔχειν ὑπηρετας καὶ διὰ τὴν ἐπιμελειαν, διαπέμπων ἐκείνους τοὺς φίλους τοῖς τὰ ἑαυτῶν σώματα ἀγνοοῖν πῶπως ἐμβάλλειν τοῦτον τὸν χιλόν, ὥς μὴ πεινῶντες τοὺς ἑαυτοῦ φίλους ἀγῶσι.

10 marks.

Anabasis, Book I.

Appendix.

Exami-
nation
Questions.
Male
Teachers.
Extra.

2. Translate into English :—

Εἰ δέ τις ὁμῶν ὃ ἄνδρες Ἀθηναῖοι τὸν Φίλιππον εὐτυχοῦντα ὁρῶν ταύτην φοβερόν προσπολεμῆσαι νομίζει σφόδρονος μὲν ἀνθρώπου λογισμῷ χρεῖται· μεγάλη γὰρ ῥοπή μᾶλλον δὲ δλον ἢ τύχη παρὰ πάντ' ἐστὶ τὰ τῶν ἀνθρώπων πράγματα· σὺ μὴν ἄλλ' ἔγωγε εἰ τις αἰρεσὶν μοι δοίῃ τὴν τῆς ἡμετέρας πόλεως τύχην ἢν ἐλοίμην· ἐβελόντων ἃ προσήκει ποιῆν ἡμῶν αὐτῶν καὶ κατὰ μικρὸν ἢ τὴν ἐκείνου· πολὺ γὰρ πλείους ἀφορμὰς εἰς τὸ τὴν παρὰ τῶν θεῶν εὐνοίαν ἔχειν ὁρῶ ἡμῖν ἐνοούσας ἢ 'κεῖνυ. ἄλλ' οἶμαι καθήματα οὐδὲν ποιῶντες· οὐκ ἐνὶ ὃ αὐτὸν ἀργοῦντα οὐδὲ τοῖς φίλοις ἐπιγάρτειν ὑπὲρ αὐτοῦ
10 marks.

Second Olynthiæ.

3. Translate into English :—

Ὡς ἔφατ' ἐνχόμενος· τοῦ δ' ἔκλυε Φοῖβος Ἀπόλλων.
Αἰτᾶρ ἐπεὶ ῥ' εὗξαντο, καὶ οὐλοχέτας προβάλλοντο,
Ἀδ' ἔρυσαν μὲν πρῶτα, καὶ ἔσφαξαν, καὶ ἰδεῖραν·
Μηροῖς τ' ἐξέταμον, κατὰ τε κνίσσῃ ἐκάλυψαν
Δίπτυχα ποιήσαντες, ἐπ' αὐτῶν δ' ὠμοθέτησαν.
Καίε δ' ἐπὶ σχίζῃς ὃ γέρον ἐπὶ δ' αἶθερα δλον
Λεῖβε· νόιοι δὲ παρ' αὐτὸν ἔχον πεμπόβεβα χερσίν.
Αἰτᾶρ ἐπὶ κατὰ μῆρ' ἐκάη καὶ σπλάγγχνα πάσαντο.
Μίστυλλον τ' ἄρα τάλλα, καὶ ἀμφ' ὀβελοῖσιν ἔπειραν,
Ὡπτησάν τε περιβραδέως ἐρύσαντό τε πάντα.
Αἰτᾶρ ἐπεὶ παύσαντο πόνον τεγύκοντό τε δαῖτα
Δαίνυντ' οὐδέ τι θυμὸς ἰδεύετο δασυὸς ἔισση.

10 marks.
Iliad, I.

B.

4. Translate into Greek the following passage :—

During the remainder of the day they proceeded on their march : the enemy followed, no longer harassing them by javelins. As they were advancing they saw a kind of palace and around it many villages : they perceived that the road leading to this territory lay over high hills that jutted out from the mountain under which the village was situated.

10 marks.

5. Translate into Greek :—

- When you have heard all, decide.
- The others laid waste half the country.
- They became more powerful than ever.
- Alexander used to say that he was the son of Jupiter.
- May you never see this!

10 marks.

C.

6. Parse fully : in *Anabasis*, (quoted above) ἐπιτέχοι ; *Demosthenes*, δοίῃ ; *Iliad*, ἔεταμον.

5 marks.

7. Decline ἀνὴρ and ἐγώ ; compare ταχέας and σφόδρων ; and give the Future and Perfect of φέρω, ἐσθίω, μανθάνω, ἴστημι, ὀράω and φαίνομαι.

5 marks.

8. Write out the future, the perfect, and the second aorist indicative active of the following verbs, where used :—ἄγω, γινώσκω, θνήσκω, γράφω.

5 marks.

9. Frame short sentences, giving the English in each case, to illustrate the construction of the verbs ἀγασσάμενος, μεταπέμπομαι (middle).

5 marks.

10. Sketch the history of the expedition of the Greeks under Cyrus.

5 marks.

LATIN.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted—to include at least one from each group, A, B, C

A.

Translate into English :—

1. Vixdum omnes conscenderant, quum alii resolutis oris in ancora evahuntur, alii, ne quid teneat, ancoralia incidunt, raptimque omnia praepropero agendo militum apparatu nautica ministeria impediuntur, trepidatione nautarum capere et aptare arma miles prohibetur. Et jam Romanus non adpropinquabat modo sed direxerat etiam in pugnam naves. Itaque non ab hoste et proelio magis Poeni quam suomet ipsi tumultu turbati et temptata verius pugna quam inita in fugam averterunt classem; et quum adversi amnis os lato agmini ac tam multis simul venientibus haud sane intrabile esset, in litus passim naves egerunt.

Livy, XXII., 19.

10 marks.

2. Quo facto cum alius alii subsidium ferret, neque timerent, ne aversi ab hoste circumvenirentur, audacius resistere ac fortius pugnare coeperunt. Interim milites legionum duarum, quae in novissimo agmine praesidio impedimentis fuerant, proelio nuntiato cursu incitato in summo colle ab hostibus conspiciebantur; et Titus Labienus, castris hostium potitus, et ex loco superiore, quae res in nostris castris gererentur, conspicatus, decimam legionem subsidio nostris misit. Qui cum ex equitum et calonum fuga, quod in loco res esset, quantoque in periculo et castra et legiones et imperator versaretur, cognovissent, nihil ad celeritatem sibi reliqui fecerunt.

CAESAR, II., 26.

10 marks.

3. Tum vero omne mihi visum considerare in ignes Ilium, et ex imo verti Neptunia Troja;
Ac veluti summis antiquam in montibus ornum
Quum ferro aciesum crebrisque bipennibus instant
Erucere agricolae certatim; illa usque minatur,
Et tremefacta comam concusso vertice nutat,
Vulneribus donec paulatim evicta supremum
Congemuit traxitque jugis avulsa ruinam.
Descendo, ac ducente deo flammam inter et hostes
Expedior; dant tela locum, flammaeque recedunt.

VIRGIL—*Aeneid*, II., 624–633.

10 marks.

B.

4. Translate into Latin :—

Many years afterwards the Emperor Augustus, coming unexpectedly upon one of his grandsons, saw the lad seek to hide in his robe a volume which he had been reading. He took it and found it to be one of the treatises of Cicero. He returned it with words which I would here repeat, "He was a good man and a lover of his country." 10 marks.

5. Translate into Latin :—

18th July.

He is too proud to steal.

He invested a large sum of money at 5 per cent.

It is disgraceful to be without any learning.

He is surrounding the city with a wall.

10 marks.

Appendix M

Examination
Questions.Male
Teachers

Latin.

Appendix.

C.

Examination Questions.

Male Teachers.

Extra.

6. Mention the different modes of expressing a purpose in Latin; and illustrate by translating, by means of at least three distinct parts of the verb, the sentence:—He returned to seek the consulship. 5 marks.
7. Decline in singular and plural: *genu, vis, deus, is, quis*. 5 marks.
8. Write out the principal parts of the verbs, *juvo, jubeo, fingo, peto, vincio*. 5 marks.
9. When a speech is changed from the direct to the oblique form what changes of mood take place? 5 marks.
10. Narrate the principal events of the Macedonian Wars, giving dates. 5 marks.

FRENCH.—50 marks.

Two hours allowed for this paper.

N.B.—Only five questions are to be attempted—one at least from each section, A, B, C.

A.

1. Translate:—

Mentor montre dans ses yeux une audace qui étonne les plus fiers combattants. Il prend un bouclier, un casque, une épée, une lance; il range les soldats d'Aceste; il marche à leur tête, et s'avance en bon ordre vers les ennemis. Aceste, quoique plein de courage, ne peut dans sa vieillesse le suivre que de loin. Je le suis de plus près, mais je ne puis égaler sa valeur. Sa cuirasse ressemblait, dans le combat, à l'immortelle égide; la mort courait de rang en rang partout sous ses coups. Semblable à un lion de Numidie, que la cruelle faim dévore, et qui entre dans un troupeau de faibles bœufs, il déchire, il égorge, il nage dans le sang; et les bergers, loin de secourir le troupeau, fuient, tremblants, pour se dérober à sa fureur.

TÉLÉMAQUE, Liv. I.
10 marks.

2. Il ne convient pas à vous mêmes,
 Repartit le vieillard. Tout établissement
 Vient tard et dure peu. La main des Parques blêmes
 De vos jours et des miens se joue également.
 Nos termes sont pareils par leur courte durée.
 Qui de nous des clartés de la voûte azurée
 Doit jouir le dernier? Est-il aucun moment
 Qui vous puisse assurer d'un second seulement?
 Mes arrière-neveux me devront cet ombrage:
 Hé bien, défendez-vous au sage
 De se donner des soins pour le plaisir d'autrui?
 Cela même est un fruit que je goûte aujourd'hui.

LA FONTAINE.
10 marks.

3. Ami, peux-tu penser que d'un zèle frivole
 Je me laisse aveugler pour une vaine idole,
 Pour un fragile bois que, malgré mon secours,
 Les vers sur son autel consomment tous les jours ?
 Né ministre du Dieu qu'en ce temple on adore.
 Peut-être que Mathan le serviroit encore,
 Si l'amour des grandeurs, la soif de commander,
 Avec son joug étroit pouvoient s'accommoder.
 Qu'est-il besoin, Nabal, qu'à tes yeux je rappelle
 De Joad et de moi la fameuse querelle,
 Quand j'osai contre lui disputer l'encensoir ;
 Mes brigues, mes combats, mes pleurs, mon désespoir ?

RACINE.
 10 marks.

B.

4. Translate into French :—

At the extremity of Asia and on the borders of Africa there lived a people who, in consequence of their situation and their bravery, had escaped the conquering arms of the Persians, of Alexander, and of the Romans. Of their many tribes, some derived a subsistence from agriculture ; others had retained the pastoral mode of living. 10 marks.

5. Express in French :

- (a.) Of what is this table made ?
 (b.) Waiter, where are the wine glasses ?
 (c.) What countryman was Edmund Burke ? He was an Irishman.
 (d.) Do you know this young German ? Yes, he is a very distinguished musician.
 (e.) Tea is sold at three francs a pound. 10 marks.

C.

6. Explain and illustrate by examples the difference in signification and in use between—Pays and Patrie : Avant and Devant : Dormir and Coucher : Monde and Peuple : Marier and Épouser. 10 marks.

7. The following nouns have two forms for the plural, give these forms and state the meaning in each case—Aïeul, Ciel, Âge, Travail. 5 marks.

8. Express in French the cardinal numbers: eleven; fifty-two; seventy-five; eighty-one; ninety-seven. How are the corresponding ordinal numbers formed ? 5 marks.

9. Give the terminations of the four regular conjugations in French. State any peculiarities in the inflexion of verbs (of the first conjugation) ending in *ger*, *oyer*, *ébr*. 5 marks.

10. State any case (with an example) in which "pas" or "point" is not used with "ne" to express negation. 5 marks.

IRISH.—50 Marks.

N.B.—You are to attempt only FIVE questions, viz. :—Not more than one in A, not more than two in B, and not more than two in C.

- ⚠ In case of grossly bad Gaelic spelling, the whole exercise will be cancelled.

A.—TRANSLATION FROM ENGLISH TO IRISH.

1. Translate into Irish :—

Meanwhile, finding my first seed did not grow, which I easily imagined was on account of the drought, I sought for a moister place to make another trial in ; and I dug up a piece of ground near my new bower, and sowed the rest of my seed in the following February.

10 marks.

Appendix M.
 Examination
 Questions.
 Male
 Teachers.
 Extra.

Appendix K

Examination
Questions.Male
Teachers.

Extra.

2. Translate into Irish :—

He asked permission to drink from the pitcher. She replied by giving drink to himself, and by drawing water for his camel. He presented her with a golden ring, and asked whose daughter she was.

5 marks.

B.—TRANSLATION FROM IRISH TO ENGLISH.

3. Translate these two passages :—

(a.) *Tréad ará ceoiparó coitcheonn na seanóir 'n a agairt sin, mar a n-abairt naí naíle 'n a páraí aet veic m-blaíona fíorú baol ó báy thumtipe Papatáolm go teat Neiméar mnte, ariat a veip an parr ro :—*

*Ré tréadat blaíon baíca,
Ba réir sin fíancat peatca,
Iar n-é a fíancat sin fíancatam,
Ti-a n-eatcat ar Moirí eata.*

(b.) "*Ro gluairear féin.*" do paró Píonn, "*agur Donn a h-aíle sin go teat Alongur a n-óipoga, agur no baíaríre aríe an oróe sin, a Óharrmuro,*" ar Píonn, "*agur no bá aon móir ag Alonguror.*"

10 marks.

4. Translate these two passages :—

(a.) *Do réir opairge dona seanóirí táinig óglaoí do thumtipe Nim síc Dóil (par f'annm Alóna síc Deaca) o' fíor na h-óiponn, a t-timéoilí teat fíorú blaíon veip vílunn. Tréad ní paró an coitcheonn do páine mnte. Lúo par g-cáil o'fíaríre an oróe an donnarí, oia coitcheonarí.*

(b.) *Comló in gilla in bparóan íaríam. Ir sin eia do par pí do Pínn, earon, an can do bepeo a opoam n-a beola, oar no paríreá do íaríam in ní po bío 'na aipíe.*

10 marks.

5. Translate these two passages :—

(a.) *Iar sin parí Neimíó báy do táin a n-Orlén Alpa Neiméar a g-Críe Latám ran Múham, oia n-goríre Orlén móir an Óharrmuro; Agur bá síle do táoiní mntaile ríe, eon fíor agur mntaile.*

(b.) *Tangarar íarí naonbap do mntaile an eablaíe sin a o-ríe agur no gluaíre Óharrmuro ag íaríarí ríeal opíe, agur no beannarí eon, agur no fíaríre ríeal eon, cá tíe eon.*

5 marks.

6. Translate these two passages :—

(a.) *Do gab eoharí síc eip síc Ríonnal síc Fíannam an ríe veic m-blaíona. Ní naíle paríam ná domíonn ne a linn, ná blaíon gan mntaile agur eon.*

(b.) *Iar sin no bap Óharrmuro eon do na eonarí, agur o'fíaríe na parí bap eon eon: agur no eon Oríe an parí sin, agur no eon an eon eon ar Píonn.*

5 marks.

C.—GRAMMAR.

7. Explain fully the idiom made use of when one noun is asserted or predicated of another by the verb *cá* : give examples. 10 marks.

8. What form of the noun follows *vá*, two :—(1.) If the noun be masculine, (2.) if it be feminine, (3.) if it be in the genitive? 10 marks.

9. Decline *puíam*, *I veacá*, in the past tense. 5 marks.

10. Identify the following places :—*Tailteann*, *Sliabh Slanga*, *Loch Deirghdeira*, *Alloch Neid*. 5 marks.

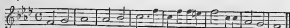
MUSIC—50 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

1. Write in the scale of three flats the air of any school song you know. 10 marks.

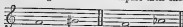
2. In what mode is the following passage? Give fully the reasons for your answer:—



10 marks.

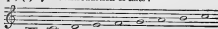
3. Give the signatures of the following scales:—La sharp minor, M major, La flat minor, and Si minor. 10 marks.

4. Name the following intervals and compare their effects:—



10 marks.

5. Turn the following passage into a major scale (1) by the introduction of sharps, (2) by the introduction of flats:—



10 marks.

6. Write on the staff three notes which will be a major third, a perfect fourth, and a minor sixth above



5 marks.

7. Write out on the staff the major scale of Re flat, with signature. 5 marks.

5 marks.

8. What do the following intervals become on inversion:—Minor seventh, major sixth, major third? 5 marks.

9. What minor scale has Do \sharp for its dominant? Give its signature. 5 marks.

5 marks.

10. Name the minor sevenths in the scale of Fa major. 5 marks.

DRAWING.

Three hours allowed for this examination.

The examination consists of three parts:

1. Freehand Drawing from the Flat.
2. Practical Geometry and Perspective.
3. Object Drawing.

I.—FREEHAND DRAWING.—50 Marks.

Time allowed—one hour.

A drawing of an example supplied is to be made as there directed.

Appendix B

Examination
Questions.Male
Teachers.

Extra.

II.—PRACTICAL GEOMETRY AND PERSPECTIVE.—

100 Marks.

Time allowed—one hour.

N.B.—Only five questions to be attempted.

(When the drawing is made to scale, use the scale of $\frac{1}{4}$ inch = one foot.)

1. Construct a square equal to a rectangle whose adjacent sides are 9 and 5 feet. 10 marks.

2. Describe a circle touching another circle, and passing through a given point outside that circle. 10 marks.

3. The diagonal of a rectangular table is 12 feet; one of the sides makes an angle of 30° with one end of the diagonal: draw a plan of this table. 10 marks.

4. Construct an equilateral and equiangular pentagon, and inscribe a circle in it. 15 marks.

5. Construct a triangle on a base of 3.5 inches, with an altitude of 2.25 inches, and a vertical angle of 70° . 15 marks.6. Draw a scale of feet whose fraction is $\frac{1}{8}$; scale to be 20 feet long. 15 marks.

7. Construct an Ionic volute, the diameter of the eye being 4 feet. 20 marks.

8. Give definitions of the following terms: (a) "Line of direction," or "principal visual ray"; (b) "The horizontal line" (when used in perspective drawing); (c) "The picture plane," or "the transparent plane"; (d) "The base line," "ground line," or "picture line." 20 marks.

9. State the rule for finding the measuring point for any vanishing point. 15 marks.

10. Place in perspective a cube of five feet edges, its nearest face being at an angle of 40° to the picture plane, 4 feet in the picture and 4 feet to the right, one face of the cube resting on the ground. The length of the line of direction is 13 feet, and the distance between the horizontal and base lines 7 feet. 30 marks.

III.—OBJECT DRAWING.—50 Marks.

SHADING.

Time allowed—one hour.

1. The examiner will place on a small drawing board an ordinary wash-hand basin, and in this he will lay the jug belonging to it upset in the direction of the diagonal of the board. The board should be placed about two feet from the floor. The board and the jug and basin are to be drawn; the drawing should fairly fill the paper supplied. 35 marks.

2. You are required to draw a cylinder about 6 inches high and 3 inches in diameter, standing perpendicularly on its circular base; you will then shade this cylinder with pencil, or, if you prefer it, with sepia or other water-colour. 15 marks.

BOTANY.—50 Marks.

One hour and a half allowed.

Only five questions to be attempted.

1. An inflorescence may be either definite or indefinite—explain these terms, and state the difference between these two forms, in their mode of origination, and in the order of expansion of the flowers.

10 marks.

2. In many hermaphrodite flowers there are elaborate contrivances for preventing self-fertilization: give as many of these contrivances as you know.

10 marks.

3. In such cases as the above, how is the pollen applied?

10 marks.

4. Define the following terms applied to ovules, and illustrate each by a diagram: atropous, anatropous, campylotropous.

10 marks.

5. Give a description of either of the following orders:—malvaceæ, or geraniaceæ.

10 marks.

6. Name the plants and the parts of the plants from which chocolate, mace, quinine, tapioca, and arrowroot are obtained.

5 marks.

7. What is meant by free cell formation? Where does it occur?

5 marks.

8. How is the "fall of the leaf" effected?

5 marks.

9. Describe the ripe fruit of any species of the rose family.

5 marks.

10. What is the reason that spring frosts are more injurious to plants than more severe frosts earlier in the year?

5 marks.

HYGIENE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

1. Describe in a popular manner the functions of the lungs.

10 marks.

2. What are the different processes through which food passes before it is fit to mix with the blood.

10 marks.

3. What diseases are traceable to damp air, damp clothing, damp beds, &c.? Explain how they are caused.

10 marks.

4. Quote the directions for restoring animation to a person apparently drowned.

10 marks.

5. Name some powerful gaseous disinfectants. State how two of them may be readily obtained; and mention the precautions to be observed in their use.

10 marks.

6. If you heard of the outbreak of an infectious disease amongst the pupils of a neighbouring school, what precautions would you adopt to prevent it spreading amongst your own pupils?

5 marks.

7. Mention some good means of purifying water, and for rendering innocuous water that is feared to be impure.

5 marks.

8. What amount of breathing space should be allowed in a sleeping room for an adult?

5 marks.

9. What is the great objection to the sewerage system of draining large towns into rivers?

5 marks.

10. Why are open fireplaces more healthful than stoves?

5 marks.

Z 2

Appendix M

Examination
Questions,Male
Teachers.

Extra.

Appendix

Examination
Questions.Female
Teachers.

Extra.

FEMALES.

FRENCH—50 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted—one at least from each section,
A, B, C.

Translate :—

1. Hélas ! à quoi les rois sont-ils exposés ; les plus sages mêmes sont souvent surpris. Des hommes artificieux et intéressés les environnent. Les bons se retirent, parce qu'ils ne sont ni empressés ni flatteurs ; les bons attendent qu'on les cherche, et les princes ne savent guères les aller chercher ; au contraire, les méchants sont hardis, trompeurs, empressés à s'insinuer et à plaire, adroits à dissimuler, prêts à tout faire contre l'honneur et la conscience pour contenter les passions de celui qui règne. O qu'un roi est malheureux d'être exposé aux artifices des méchants ! 10 marks

Télémaque, Livre II.

2. Miraut, sur leur odeur ayant philosophé,
Conclut que c'est son lièvre, et d'une ardeur extrême
Il le pousse ; et Rustaut, qui n'a jamais menti,
Dit que le lièvre est reparti.
Le pauvre malheureux vient mourir à son gîte.
La perdrix le raille et lui dit :
Tu te vantais d'être si vite :
Qu'as-tu fait de tes pieds ! Au moment qu'elle rit,
Son tour vient, on la trouve. Elle croit que ses ailes
La sauront garantir à toute extrémité. 10 marks

LA FONTAINE.

3. Pretès-moi l'un et l'autre une oreille attentive.
Je ne veux point ici rappeler le passé.
Ni vous rendre raison du sang que j'ai versé :
Ce que j'ai fait, Abner, j'ai cru le devoir faire,
Je ne prends point pour juge un peuple téméraire :
Quoi que son insolence ait osé publier,
Le ciel même a pris soin de me justifier.
Sur d'éclatants succès ma puissance établie
A fait jusqu'aux deux mers respecter Athalie :
Par moi Jérusalem goûte un calme profond ;
Le Jourdain ne voit plus l'Arabe vagabond. 10 marks

RACINE.

Translate into French :—

4. In Venice one meets people of the lower classes, who have never gone from one quarter to another, who have never seen the Place St. Mark, and to whom a horse or a tree would be a marvellous sight. 10 marks.

Express in French :—

5. A glass of wine. Silk stockings. Ear-rings. A pen-knife with an ivory handle. I know what you are thinking of. My brother is not at home. Has she come down to breakfast ? 10 marks.

C.

6. Give the feminine form of the following adjectives :—*agréable ; poli ; muet ; dernier ; neuf ; faux ; heureux ; trompeur ; extérieur ; frais.* 5 marks.

Appendix M

Examination
Questions.Female
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Extra.

5. Translate these two passages :—

(a.) Do gab slange (ó páirtíon iníon slange ag lóe garman, ríon na clomne) cóigíod láníon ó iníon Colpa ag Driúioo-ata go Cumon na t-cri n-íirge, agus míle líon a plóig.

(b.) Ro éabó féin fan b-íobba ba óimneara éo, agus no éon ríat réir fáda óaróíann innte, agus no éirí ruamne agus eulán ar an ríat. 5 marks.

6. Translate these two passages :—

(a.) Agus ní raibé t'íarann fan Míre, mun amíon, aít an aon éabí peshíaríte, no éon éirí Tuatol Tuatíon méiré nó muné gab cóigíod le, aínú no paríon.

(b.) O'ionnraige ré eorur reaba oile, agus t' íarpuig aia to éí ion. "Ócá annro Conán mac Fhinn íatíuáíra; agus ír annra linn go móir tura má é." 5 marks.

7. Explain fully the idiom by which such phrases as "A man of great strength" are expressed in Irish, and give examples. 10 marks.

8. What is the usual order of nominative, verb, and predicate—(1.) when tá is used; (2.) when ír is used? Give examples. 10 marks.

9. Write out a short sentence in which occurs the relative a, meaning "all which" or "all that." 5 marks.

10. Give a short account of the wanderings of the Tuata dé Dánann till their arrival in Erin. 5 marks.

MUSIC.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

1. Write out in the scale of two sharps the first part of any one of the following airs :—Come hither and let us behold; Ó Come ye into the Summer Woods; The Meeting of the Waters; O Come to the hedgerows; The Harp that once through Tara's Halls; God Save the Queen. 10 marks.

2. Transpose the following passage to the scale of three flats :—

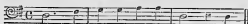


10 marks.

3. The Signature C has two meanings: state them, and give the corresponding Compound Signature in each case. 10 marks.

4. Write out the chromatic scale in at least two ways. 10 marks.

5. Write the following in the treble stave :—

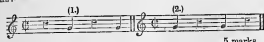


10 marks.

6. On the great stave show the ordinary compass of the following voices :—Soprano, Tenor, Contralto, Bass. 5 marks.

7. Point out the difference in the mode of reading the following Bars :—

Appendix M
Exami-
nation
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5 marks.

8. Define each of the following intervals :—

(1.) Between Do and the next La above, in the scale of Re ;

(2.) Between Si and the next Mi above, in the scale of La ♭.

5 marks.

9. To what degree of a Major Scale does the last sharp of a signature belong? Give two examples.

5 marks.

10. What Major Scale and Minor Scale have the signature of five flats?

5 marks.

DRAWING.

Three hours allowed for this examination.

The examination consists of three parts :

1. Freehand Drawing from the Flat.
2. Practical Geometry and Perspective.
3. Object Drawing.

I.—FREEHAND DRAWING.—50 Marks.

Time allowed—one hour.

A drawing of an example supplied is to be made as there directed.

II.—PRACTICAL GEOMETRY AND PERSPECTIVE.—100 Marks.

Time allowed—one hour.

N.B.—Only five questions to be attempted.

(When the drawing is made to scale, use the scale of $\frac{1}{2}$ inch = one foot.)

DRAWING.

1. Inscribe an equilateral and equiangular hexagon in a given circle.

10 marks.

2. Describe a circle of 3 inches diameter. Inscribe in it an irregular polygon, having angles at the centre equal to 45° , 60° , 120° , 30° , and 105° .

10 marks.

3. Draw a triangle having sides of 3 inches, 2 inches, $1\frac{1}{2}$ inches. Divide this into two triangles each of which shall have an angle of 90° .

10 marks.

4. Within a square whose side is 2 inches describe a quatrefoil of 4 equal semicircles, having their diameters adjacent—each arc is to touch two sides of the square.

15 marks.

5. Find a mean proportional to two lines which are 7 and 12 feet in length.

15 marks.

6. The transverse and conjugate diameters being 7 and 5 feet, construct the ellipse.

20 marks.

Appendix	7. Divide a line 4 inches long proportionally to the divisions of a line 6 inches long which is divided into parts 2 inches, $1\frac{1}{2}$ inches, $1\frac{1}{2}$ inches, and $\frac{1}{2}$ inch long.	15 marks.
Examination Questions.	8. Define the following terms :—	
Peculiar Teachers.	a. The Picture plane.	
Extra.	b. The Station point.	
	c. The Radial.	
	d. The Vanishing point.	20 marks.
	9. State any two laws of perspective.	15 marks.
	10. Place in perspective a square 4 feet lying on the ground with one of its sides parallel to and touching a transparent plane 2 feet to the left of the spectator. Scale, $\frac{1}{2}$ inch to a foot. Horizontal line 5 feet above the ground. Line of Direction 10 feet long.	30 marks.

III. OBJECT DRAWING AND SHADING.—50 Marks.

Time allowed—one hour.

1. The examiner will place on a small drawing board an open parasol, arranging it so that the candidates may be able to see part of the inside and part of the outside of the covering from where they are seated.

The board should be placed about two feet from the ground. The board and the parasol are to be drawn.

35 marks.

2. You are required to draw a sphere of about 4 inches in diameter and to shade it with pencil, or with sepia or other water-colour.

15 marks.

BOTANY—50 Marks.

One and a half hours allowed.

N.B.—Only five questions to be attempted.

1. (a) Mention four of the most common genera of our native papilionaceous plants; (b) name two of them distinguished by their tendrils from all our leguminous plants; and (c) state what it is that absolutely distinguishes those two.

10 marks.

2. Define the term micropyle, and describe the function which it is destined to fulfil in the life of the plant.

10 marks.

3. Show how a knowledge of the composition of starch, cane sugar, and grape sugar, will enable us to explain certain phenomena which occur during germination.

10 marks.

4. Define hair and spine, and show how they differ from each other.

10 marks.

5. What are the elementary constituents of the food of plants?

10 marks.

6. What prevents undue evaporation from the leaves?

5 marks.

7. Describe the pollen grains of a gymnosperm, and state how they are applied to the ovule in the pine.

5 marks.

8. Define the terms "assimilation" and "metastasis."

5 marks.

9. Describe (a) a complete flower, (b) a perfect flower.

5 marks.

10. Describe the different portions seen on making the section of a ripe apple.

5 marks.

HYGIENE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Appendix

Examination
Questions.Female
Teachers.

Extra.

1. What are the essentials of a healthy dwelling? 10 marks.
2. What are the chief points to be attended to in clothing the body, as regards health? 10 marks.
3. Mention some dangerous adulterations of food, and forms of diseased animal food, and the diseases caused by them. 10 marks.
4. State what you know about the *saliva*, its production and use. 10 marks.
5. Why should beds be raised above the floor? In what part of every room is the air most pure? Give the reason. 10 marks.
6. Write out directions likely to prevent children suffering from *scabious*, and to cure those who have them. 5 marks.
7. How does air that is breathed out differ from air that has not been breathed in temperature and in composition? 5 marks.
8. What is it that makes *lead* a dangerous material to use for water pipes and cisterns? 5 marks.
9. What kind of exercise is most suitable for females? State some of the bad effects resulting from want of exercise. 5 marks.
10. Write a note on the care of the *teeth*, the *hair*, or the *feet*. 5 marks.

AGRICULTURE.—50 Marks.

Only five questions to be attempted.

1. Name the vegetables including pot-herbs, which should be grown in a cottage garden, and explain how a supply of cabbages could be kept up throughout the year. 10 marks.
2. Describe the operation of churning cream. 10 marks.
3. If early ducklings are required, what is the system recommended for their treatment and feeding? 10 marks.
4. At what stage of their growth do grasses contain the maximum of valuable food constituents? 10 marks.
5. What is a manure? Explain why the manure heap should not be close to the dwelling-house or the dairy. 10 marks.
6. Describe the preparation of the *firkin*, and the proper system of filling it with butter. 5 marks.
7. What is the proper time for sowing flax? Describe the system of sowing the seed in order to ensure an "even braird." 5 marks.
8. Name the crops in order of succession in the five course rotation. 5 marks.
9. Explain how a house for poultry should be fitted up. 5 marks.
10. How should hens be treated to make them lay before Christmas? 5 marks.

ELEMENTARY PHYSICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

1. What is the scientific explanation of the term *warm clothing*? Why wrap your own body in flannel for warmth sake, and a lump of ice in the same material to keep it cold? 10 marks.

Appendix M	2. Explain what is meant by the inertia of matter, and illustrate your answer with several instances in which this property is displayed.	10 marks.
Examination Questions.	3. How would you find experimentally the centre of gravity of a thin plate of irregular shape, and how subsequently prove the accuracy of your experiment. Explain the principle.	10 marks.
Female Teachers.	4. Describe the construction and use of Attwood's Machine.	10 marks.
Extra.	5. Explain fully why a balloon ascends, and why an egg will sink in fresh and float in salt water.	10 marks.
	6. Why is a common clock liable to go slow in Summer and fast in Winter?	5 marks.
	7. We place a substance difficult to cut, as near as possible to the joint of the scissors. Account for this.	5 marks.
	8. Describe the method of testing gold by weighing it, and explain why this method is infallible.	5 marks.
	9. Harp strings and violin strings frequently snap in certain conditions of weather. Explain fully the reason.	5 marks.
	10. What is meant by <i>centrifugal force</i> ? Give two or three examples of its effects.	5 marks.

DOMESTIC ECONOMY.—50 Marks.

One hour allowed for this paper.

N.B.—Only five of these questions to be attempted.

1. Classify the different kinds of food under the three following heads:—I. Carbonaceous (warmth-giving). II. Nitrogenous (flesh-forming). III. Bone making. 10 marks.
2. How would you set a fire that was required to light rapidly? 10 marks.
3. State anything you know of the rules of the Post Office Savings Bank. 10 marks.
4. Give the general rules for making soups. What is "stock"? 10 marks.
5. Write a note on the management of *milk* intended for butter—describe depth of milk in pans—length of time it should stand before being skimmed—time from gathering to churning—temperature of dairy, of cream in churn, &c. 10 marks.
6. In what manner would you clean *brasses* or *oilcloth*? 5 marks.
7. What species of fish may be salted with advantage? Why? 5 marks.
8. Write a note on the purchase and treatment of *soap* to be used for the laundry. 5 marks.
9. Say how you would prepare and cook a *rice pudding*. 5 marks.
10. What directions should be attended to in washing flannels? 5 marks.

ANALYSIS OF ANSWERING.

The following is an analysis of the answering :—

ORDINARY NATIONAL SCHOOLS.

		Examined.	Successful.	Percentage.
A Papers (Candidates for First Division of First Class),		62	31	50·0
A	" " Second " " "	124	79	63·8
B	" " " Second Class, " " "	443	289	65·0
C	" " " Third " " "	388	209	53·7
C	" (Monitors of Fifth Year), " " "	400	457	91·4
D	" " " Third " " "	1,290	1,224	88·1

Appendix M.

Analysis of Examination.

Female Teachers.

Extra

MODEL SCHOOLS.

Teachers,	13	11	84·6
Pupil Teachers,	169	152	90·0
Monitors,	50	48	96·0

TRAINING SCHOOLS.

Total (including Marlborough-street)	474	452	95·3
TOTAL,	5,689*	5,052	88·9

* In addition to this number there were 429 young persons examined for places in the different Colleges—giving a gross total of 4,102.

EXTRA SUBJECTS.

Total Number Examined (including those Examined from the Training Colleges) :—

Subject.	Number Examined.	Number Passed.	Percentage.
Music,	597	189	31·7
Drawing,	585	136	23·2
Mechanics,	168	28	16·7
Magnetism and Electricity,	120	61	50·8
Hydrostatics,	104	5	4·8
Heat and Steam Engine,	124	43	34·7
Instrumental Music,	206	192	93·2
Light and Sound,	104	52	50·0
Domestic Economy,	37	24	64·9
Cookery,	29	29	100·0
French,	24	16	66·7
Latin,	24	6	25·0
Agricultural Chemistry,	14	9	64·3
Botany,	9	3	33·3
Hygiene,	44	23	52·3
Greek,	2	1	50·0
Elementary Physics,	23	19	76·0
Irish,	2	7	77·8
Spherical Trigonometry,	7	5	71·4
Inorganic Chemistry,	5	2	40·0
Organic " "	1	1	100·0
Agriculture,	6	5	83·3

APPENDIX N.

I.—**POOR LAW UNIONS** which became contributory from the passing of the Act 38 & 39 Vict., cap. 96 (An Act to provide for additional Payments to Teachers of National Schools in Ireland); also the respective amounts paid out of the Rates, during the years 1875-6, 1876-7, 1877-8, 1878-9, 1879-80, 1880-1, 1881-2, 1882-3, 1883-4, 1884-5, and 1885-6.

Unions.	1875-6. 65 Unions.	1876-7. 79 Unions.	1877-8. 39 Unions.	1878-9. 29 Unions.	1879-80. 21 Unions.	1880-1. 13 Unions.	1881-2. 16 Unions.	1882-3. 23 Unions.	1883-4. 17 Unions.	1884-5. 21 Unions.
Abbeydix,	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Antrim, . .	481 10 8	468 18 6	461 9 8	2 1 10*	—	—	—	—	—	250 8 7
Armagh, . .	781 0 8	897 9 1	1,038 1 8	1,468 1 4	4 15 4*	—	—	—	2 9 7*	—
Balleboresagh,	290 7 10	321 14 4	—	—	—	—	—	—	—	—
Ballinacorney,	132 8 0	171 6 6	—	—	1 12 6*	—	—	—	—	—
Ballynabon, .	172 18 8	161 10 0	4 17 0*	—	—	—	—	—	—	190 0 8
Ballymena, .	632 8 8	694 16 5	4 13 8*	—	—	—	—	—	—	—
Ballymore, . .	486 8 8	489 6 8	2 11 10*	—	—	—	—	—	—	—
Ballyshannon,	377 1 2	363 10 2	—	—	—	—	—	—	—	—
Ballyvaughan,	81 6 2	55 7 9	31 19 0	35 9 0	81 16 0	64 6 5	89 6 7	63 17 6	—	—
Barrington,	636 13 5	635 15 6	677 13 1	—	806 18 3	14 11 1*	—	43 10 6	64 8 4	81 6 6
Bandon, . .	248 5 9	298 1 0	—	—	—	—	—	—	—	—
Barnaboy, . .	227 2 8	202 1 1	1 9 8*	—	—	—	—	—	—	—
Belfast, . .	2,788 19 1	2,842 11 6	3,102 6 4	3,462 15 4	3,979 8 2	3,939 18 3	4,088 11 10	4,138 0 9	4,685 7 1	4,847 13 1
Boyle, . .	743 15 8	763 9 8	67 17 6*	—	—	—	—	—	—	—
Cabritmore, .	484 15 8	26 7 9	367 14 11*	2 3 10*	—	—	—	—	—	—

Carlow, . . .	436	9 10	470	1 0	44	15 2	5	8 9	3 15 10 ^a	—	—	—	—	—	—	—	—	—	—	
Carriok-on-Sull,	—	—	231	9 8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Castlereaugh,	439	13 5	476	5 11	531	8 0	—	—	—	—	—	—	547	5 3	—	—	—	—	—	
Castlesomer,	189	0 3	225	17 5	236	7 5	242	2 0	250	13 10	280	8 4	275	7 2	381	19 11	238	1 10	272	15 2
Castlederg,	154	16 1	18	15 2	178	12 8	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Caran, . . .	464	6 0	467	2 4	490	12 3	518	14 11	381	11 4	44	0 6 ^a	760	11 11	748	7 11	8	6 0 ^a	—	—
Clogheen, . .	308	10 0	294	3 10	354	11 0	422	10 0	446	8 7	456	0 1	443	0 0	451	4 5	452	13 10	—	—
Clogher, . . .	142	19 7	176	10 7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Clonsilla, . .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Clonsilla, . .	243	10 3	296	11 11	313	0 5	293	0 5	415	9 6	—	—	—	—	—	—	—	—	—	—
Coloraine, . .	567	5 0	634	14 10	5	5 2 ^a	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Coekstown, . .	354	18 0	367	10 8	467	3 7	—	—	372	15 1	23	10 11 ^a	—	—	—	—	—	—	—	—
Coetz, . . .	1,497	10 2	1,462	0 8	1,518	9 10	1,060	12 6	81	17 11 ^a	—	—	—	—	—	—	—	—	—	—
Debrin, . . .	137	5 0	131	2 0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Donaghmore, .	87	9 0	66	11 5	63	15 19	88	2 11	60	19 7	80	19 10	77	12 2	84	15 11	72	2 9	60	16 9
Downpatrick, .	610	14 2	679	18 8	658	4 4	737	9 2	751	7 1	780	2 3	759	17 11	768	2 11	758	15 11	812	7 0
Dublin, North,	885	13 0	882	1 10	929	2 1	{162 0 10 ^b }	{ 0 15 0 ^a }	—	—	—	—	—	—	—	—	—	—	—	—
Dublin, South,	883	1 11	798	15 6	19	2 9 ^a	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Dundalk, . . .	200	18 8	397	4 1	407	18 10	484	9 10	—	—	—	—	—	—	—	—	—	—	—	—
Dungannon, . .	468	6 7	472	0 0	382	8 8	464	15 8	0	0 0 ^a	—	—	—	—	—	—	—	—	541	17 0
Dungannon, . .	184	12 8	199	6 4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

† Repaid to the Union.

* Balance due from previous year. Non-extraordinary this year.

† Contribution for 1884-5. Amount not lodged within that year.

‡ This Union elected to become contributory for 1885-6, but had not lodged value in time for any payments to be made within the year 1885-6.

L.—*Poor Law Unions which became contributory—continued.*

Union.	1875-6, 65 Unions.	1876-7, 70 Unions.	1877-8, 75 Unions.	1878-9, 83 Unions.	1879-80, 91 Unions.	1880-1, 10 Unions.	1881-2, 16 Unions.	1882-3, 20 Unions.	1883-4, 23 Unions.	1884-5, 27 Unions.	1885-6, 31 Unions.
Edenderry.	£ s. d. 204 4 4	£ s. d. 199 17 0	£ s. d. 181 0 0	£ s. d. 185 0 5	£ s. d. 214 8 10	—	—	—	—	£ s. d. —	£ s. d. —
Rathfriland.	374 14 1	429 9 0	521 0 7	4 15 0*	—	—	—	523 19 5	577 13 0	626 10 5	614 11 7
Glin.	—	—	—	55 10 3	116 9 9*	—	—	—	—	—	—
Gees.	—	106 19 4	—	—	—	—	—	—	—	—	—
Gortin.	141 9 0	171 10 8	—	—	—	—	—	—	—	—	—
Inchoreen.	246 5 8	351 3 9	248 15 11	—	—	—	—	—	—	—	—
Irrisacstown.	170 16 9	165 12 5	206 5 10	209 15 2	270 17 4	243 19 8	243 3 5	275 13 8	305 8 2	3 10 8*	—
Kesturk.	577 15 4	605 19 4	—	—	—	—	—	—	—	—	—
Kells.	228 4 5	253 13 9	248 17 5	268 1 4	367 8 7	282 4 4	607 0 0	323 11 6	343 17 8	384 18 9	459 9 3
Kilkeel.	113 7 2	144 17 2	160 15 11	183 1 5	—	—	214 0 8	—	—	—	—
Kilmallock.	830 18 7	831 15 4	—	—	—	—	—	—	—	—	—
Larne.	560 14 7	575 14 10	599 16 5	539 15 5	58 11 9*	—	—	588 10 11	772 15 5	764 12 8	789 4 10
Letterkenny.	120 8 5	116 9 5	113 3 5	0 10 8*	—	—	—	—	—	—	—
Limavady.	—	267 8 2	265 15 3	280 15 8	311 9 1	2 9 9*	—	—	—	—	—
Lisburn.	565 11 1	629 0 2	545 8 7	715 12 0	612 7 0	24 3 8*	—	701 5 4	768 2 11	837 15 9	943 14 11
Lisnorea.	268 3 9	225 7 1	—	—	—	—	—	—	—	—	—
Lisnaskea.	505 1 5	205 12 4	9 4 3*	—	—	—	—	—	—	—	—
Londonderry.	545 7 8	565 10 11	545 11 1	—	—	—	—	—	—	—	—
Lurgan.	887 5 4	747 8 11	8 9 5*	—	—	—	—	—	—	—	—
Magheraish.	586 7 4	544 5 4	22 5 3*	—	—	—	—	—	—	—	—
Malton.	—	—	—	—	—	—	—	678 0 1	604 2 3	—	—

Mullingar, . . .	459 15 4	466 13 4	443 0 8	493 11 9	3 15 7*	183 19 8	175 17 8	—	159 8 5	531 15 0	591 2 2	453 4 0
Milford, . . .	180 0 4	185 14 9	181 1 3	177 14 5	150 12 6	—	—	—	—	177 14 3	3 8 6†	201 10 9
Milshelstown, . . .	268 4 8	270 4 9	—	—	—	—	—	—	—	—	—	—
Monaghan, . . .	—	631 18 9	604 1 8	582 16 3	604 0 6	29 1 8*	—	—	1 13 11*	—	—	650 13 10
Mullingar, . . .	—	—	—	—	—	—	—	—	—	—	—	422 14 8
Navan, . . .	275 19 9	296 4 8	—	318 17 11	314 3 2	230 7 0	324 13 9	—	841 18 9	348 5 7	419 4 8	—
Navagh, . . .	436 17 9	411 8 5	—	—	—	—	—	—	—	—	—	—
New Ross, . . .	—	—	—	—	—	—	—	—	—	463 2 7	0 8 0*	—
Newry, . . .	464 4 3	459 14 6	321 8 8	507 19 0	921 14 10	407 16 3	533 0 2	—	510 2 8	815 14 8	899 19 11	830 11 4
Newtownards, . . .	687 17 4	697 0 8	713 10 4	32 14 9*	—	—	—	—	—	—	—	—
Oldcastle, . . .	223 1 4	249 11 11	7 10 11*	—	—	—	—	—	—	—	—	—
Omagh, . . .	196 18 9	468 16 10	531 17 8	621 13 11	6 8 11*	—	—	—	—	—	—	—
Parsonstown, . . .	361 16 9	304 2 10	—	—	—	—	—	—	—	—	—	—
Sligo, . . .	683 6 10	638 11 7	613 15 4	—	—	—	—	—	—	—	—	—
Strabane, . . .	344 10 6	418 0 9	465 0 6	9 3*	426 6 11	451 17 8	467 1 3	—	478 5 1	436 11 11	459 15 8	601 2 2
Trim, . . .	—	265 8 10	217 11 1	244 12 3	381 14 8	271 19 9	278 12 11	—	311 1 11	268 6 2	833 5 1	268 10 6
Waterford, . . .	353 11 5	361 0 6	—	—	—	—	—	—	—	520 0 8	60 6 11*	—
Youghal, . . .	286 16 0	279 13 9	—	—	—	—	—	—	—	—	—	—
Total, . . .	37,018 8 10	30,489 19 8	21,637 18 10	16,791 0 11	12,924 13 6	8,324 6 7	9,940 3 1	11,930 7 1	14,463 16 2	11,946 18 6	—	14,438 11 7

* Balance due from previous year. Non-contributory this year.

† Contributory for 1884-5. Below not lodged in time to be fully paid within the year.

NON-CONTRIBUTORY UNIONS.

II.—RETURN showing (a) number of non-contributory Poor Law Unions in each of the years 1876-7, 1877-8, 1878-9, 1879-80, 1880-1, 1881-2, 1882-3, 1883-4, 1884-5 and 1885-6; (b) number of Schools in these Unions eligible for Results Fees; (c) number of Schools entitled to the additional Results Fees contingent on Local Aid; (d) amount of Results Fees (2nd moiety) paid to the Teachers of those Schools; (e) amount locally provided for obtaining the Results Fees; (f) number of Schools in which Local Aid was insufficient; (g) amount lost to the Teachers of those Schools by failure of Local effort.

	Number of non-contributory Poor Law Unions.	Number of Schools in these Unions eligible for Results Fees.	Number of Schools entitled to the additional Results Fees contingent on Local Aid. (i.e. last moiety).	Amount of Results Fees (2nd moiety) paid to the Teachers of those Schools.	Amount locally provided where additional Results Fees were allowed.	Number of Schools in which the Local Aid was insufficient.	Amount lost to the Teachers of those Schools by failure of Local Aid.
	(a.)	(b.)	(c.)	(d.)	(e.)	(f.)	(g.)
				£ s. d.	£ s. d.		£ s. d.
1876-7,	94	3,272	3,698	*22,357 13 8	40,680 3 2	549	5,040 19 2
1877-8,	124	4,750	4,506	36,901 10 2	74,582 3 10	242	935 3 9.
1878-9,	135	5,746	5,578	46,440 4 7	90,981 6 5	168	648 4 11
1879-80,	142	6,010	5,756	53,526 16 2	97,879 10 8	254	1,340 11 8
1880-81,	150	6,612	6,148	57,284 3 0	110,298 17 5	464	1,682 14 5
1881-82,	147	6,385	6,075	57,505 9 2	112,479 14 0	311	840 10 5
1882-83,	148	6,155	5,720	56,832 5 0	107,417 0 3	403	818 14 8
1883-84,	141	6,168	5,687	56,273 13 0	103,550 2 11	416	786 9 9
1884-85,	146	6,448	5,781	62,662 9 0	112,536 13 10	607	1,097 0 7
1885-86,	141	6,214	5,496	66,503 15 4	115,739 7 3	718	1,217 19 11

NOTE.—In 1880-81 the Non-contributory Unions were divided into Scheduled and Non-scheduled Unions; for details see Appendix to Forty-seventh Report. (N).

* The above amount £22,357 13s. 8d. exceeds the sum actually paid by £627 0s. 1d., owing to the failure of local parties in 74 cases to comply with the necessary forms in time to allow of payment being made before the close of the financial year.

APPENDIX O.

SPECIAL TABULATION OF RESULTS EXAMINATIONS OF PUPILS of

(1.) MODEL SCHOOLS.

The total number of Model Schools examined for results within the twelve months ended 31st December, 1885, was 87. .

Number of pupils on school rolls on last day of month preceding inspection :—

Males, 6,473 ; Females, 4,819 ; Total, 11,292.

Number who had made 100 attendances or over within the results year, and were present and examined on day of inspection for results fees :—

Males, 4,615 ; Females, 3,557 ; Total, 8,172.

Per-centage to number on Rolls, 72·3.

The average daily attendance for twelve months ending last day of month immediately preceding the Results Examination in the respective schools was :—

Males, 5,026 ; Females, 3,634 ; Total, 8,660.

Centesimal proportion of number examined to the average daily attendance was 94·3.

The following figures show the number of pupils examined, and the number who passed at the Results Examinations :—

GRADER.	Number examined.	Number passed.	Per-centage passed.
Infants, . . .	923	910	98·6
First Class, . .	732	693	94·6
Second Class, . .	901	846	93·6
Third Class, . .	1,154	1,034	89·6
Fourth Class, . .	1,175	998	84·9
Fifth Class, . .	1,979	1,672	84·5
Sixth Class, . .	1,308	1,099	84·0
Total, . . .	8,172	7,212	88·7

Per-centage of pupils examined in each class to the total number examined in all the classes :—

Per-centage in Infants' Grade,	11·3
Class I.,	9·0
Class II.,	11·0
Class III.,	14·1
Class IV.,	14·4
Class V.,	24·2
Class VI.,	16·0
Total,	100·0
	2 A

GENERAL ABSTRACT OF ANSWERING.

SUBJECT.	No. of Pupils examined in subject.	No. of Papers assigned in subject.	Percentage of Papers to No. of Pupils examined in Class.	Percentage of Papers to total No. of Papers in all Classes.	SUBJECT.	No. of Pupils examined in subject.	No. of Papers assigned in subject.	Percentage of Papers to No. of Pupils examined in Class.	Percentage of Papers to total No. of Papers in all Classes.
READING.					GRAMMAR.				
Class I.,	732	719	96.2	10.2	Class III.,	1,154	1,908	87.5	23.1
" II.,	901	871	96.6	12.4	" IV.,	1,175	936	79.6	20.5
" III.,	1,154	1,128	97.7	15.9	" V.,	1,979	1,534	77.5	35.6
" IV.,	1,175	1,143	97.2	16.2	" VI.,	1,308	1,066	81.5	23.6
" V.,	1,979	1,943	98.1	27.5	Total,	5,616	4,564	81.2	100.0
" VI.,	1,308	1,255	95.9	17.6					
Total,	7,249	7,059	97.3	100.0					
					GEOGRAPHY.				
WRITING.					Class III.,	1,154	1,034	89.6	22.4
Class I.,	732	725	99.0	10.1	" IV.,	1,175	963	81.9	30.6
" II.,	901	890	98.7	12.4	" V.,	1,979	1,565	79.0	35.6
" III.,	1,154	1,132	98.0	16.1	" VI.,	1,308	1,064	81.3	23.0
" IV.,	1,175	1,164	99.0	16.3	Total,	5,616	4,626	82.3	100.0
" V.,	1,979	1,945	98.2	27.2					
" VI.,	1,308	1,290	97.8	17.9					
Total,	7,249	7,156	98.7	100.0	AGRICULTURE.				
					Class IV.,	287	158	64.5	23.7
ARITHMETIC.					" V.,	504	309	61.3	47.9
Class I.,	732	699	95.5	10.3	" VI.,	296	183	61.8	29.4
" II.,	901	862	95.6	13.3	Total,	1,087	645	62.2	100.0
" III.,	1,154	1,046	90.6	16.2					
" IV.,	1,175	1,014	86.3	15.7					
" V.,	1,979	1,713	86.5	26.5	BOOK-KEEPING.				
" VI.,	1,308	1,132	86.5	17.5	Class V.,	1,377	1,011	73.4	66.7
Total,	7,249	6,466	89.2	100.0	" VI.,	702	505	71.9	35.3
					Total,	2,079	1,516	72.9	100.0
SPELLING.									
Class I.,	732	709	96.6	10.5	NEEDLEWORK.				
" II.,	901	814	90.3	12.2	Class II.,	323	360	95.3	11.6
" III.,	1,154	1,063	92.1	15.9	" III.,	449	419	95.2	15.9
" IV.,	1,175	1,010	85.9	15.2	" IV.,	514	484	94.1	18.4
" V.,	1,979	1,819	91.9	27.3	" V.,	819	796	97.3	30.4
" VI.,	1,308	1,259	96.2	18.9	" VI.,	625	616	98.5	23.5
Total,	7,249	6,665	91.9	100.0	Total,	2,721	2,625	96.4	100.0

(2.) WORKHOUSE SCHOOLS.

The total number of Workhouse Schools examined for results within the twelve months ended 31st December, 1885, was 158.

Number of pupils on school rolls on last day of month preceding inspection :—

Males, 4,451; Females, 3,599; Total, 8,050.

Number who had made 100 attendances, or over, within the results year, and were present and examined on day of inspection :—

Males, 2,874; Females, 2,303; Total, 5,177.

Per-centage to number on Rolls, 64·3.

The average daily attendance for 12 months ending last day of month immediately preceding the Results Examinations in the respective schools was :—

Males, 3,606; Females, 2,990; Total, 6,596.

Centesimal proportion of number examined to the average daily attendance was 78·6.

The following figures show the number of pupils examined, and the number who passed at the Results Examinations :—

GRADES.	Number examined.	Number passed.	Per-centage passed.
Infants,	1,497	1,411	94·2
First Class,	1,095	924	84·4
Second Class,	986	832	84·3
Third Class,	767	606	79·0
Fourth Class,	485	317	65·3
Fifth Class,	316	231	73·1
Sixth Class,	31	18	58·0
Total,	5,177	4,339	83·6

Per-centage of pupils examined in each class to the total number examined in all the classes :—

Per-centage in Infants' Grade,	. . .	28·9
" Class I.,	. . .	21·2
" Class II.,	. . .	19·0
" Class III.,	. . .	14·9
" Class IV.,	. . .	9·4
" Class V.,	. . .	6·1
" Class VI.,	. . .	0·6
Total,	. . .	100·0

GENERAL ABSTRACT of ANSWERING.

SUBJECT.	No. of Pupils examined in subject.	No. of Passes assigned to subject.	Percentage of Passes to No. of Pupils examined in Class.	Percentage of Passes to total No. of Passes in all Classes.	SUBJECT.	No. of Pupils examined in subject.	No. of Passes assigned to subject.	Percentage of Passes to No. of Pupils examined in Class.	Percentage of Passes to total No. of Passes in all Classes.
READING.					GRAMMAR.				
Class I.,	1,095	1,022	93.3	28.9	Class III.,	767	574	74.8	49.3
" II.,	986	953	96.6	26.9	" IV.,	485	347	71.5	29.8
" III.,	767	744	97.0	21.1	" V.,	316	229	69.6	18.8
" IV.,	485	475	97.9	13.4	" VI.,	31	24	77.4	2.1
" V.,	316	314	99.3	8.9	Total,	1,599	1,165	73.2	100.0
" VI.,	31	29	93.5	.8					
Total,	3,690	3,537	96.1	100.0	GEOGRAPHY.				
					Class III.,	767	637	83.0	49.3
WRITING.					" IV.,	485	375	77.3	29.2
Class I.,	1,095	1,029	93.7	28.7	" V.,	316	245	77.5	19.1
" II.,	986	976	98.9	27.2	" VI.,	31	28	90.3	2.2
" III.,	767	760	99.0	21.2	Total,	1,599	1,285	80.3	100.0
" IV.,	485	479	98.7	13.4					
" V.,	316	308	97.4	8.6	AGRICULTURE.				
" VI.,	31	31	100.0	.9	Class IV.,	175	93	52.6	49.7
Total,	3,690	3,583	97.3	100.0	" V.,	142	79	55.6	42.7
					" VI.,	18	14	77.7	7.6
ARITHMETIC.					Total,	335	185	55.2	100.0
Class I.,	1,095	932	85.2	21.8					
" II.,	986	857	86.9	20.7	BOOK-KEEPING.				
" III.,	767	613	79.9	20.5	Class V.,	25	19	76.0	88.4
" IV.,	485	316	65.1	10.6	" VI.,	5	3	60.0	13.6
" V.,	316	233	73.4	7.7	Total,	30	22	73.3	100.0
" VI.,	31	20	64.5	.7					
Total,	3,690	2,990	81.2	100.0					
					NEEDLEWORK.				
SPELLING.					Class II.,	439	423	96.3	40.1
Class I.,	1,095	994	90.7	30.4	" III.,	844	330	39.1	31.2
" II.,	986	879	89.0	26.9	" IV.,	201	192	95.5	18.2
" III.,	767	663	86.3	20.3	" V.,	110	103	93.7	9.8
" IV.,	485	415	85.5	12.7	" VI.,	7	7	100.0	.7
" V.,	316	288	91.1	8.6	Total,	1,101	1,055	95.8	100.0
" VI.,	31	31	100.0	.9					
Total,	3,690	3,269	88.6	100.0					

(3.) EVENING SCHOOLS.

The total number of evening schools examined for results within the twelve months ended 31st December, 1885, was 48.

Number of pupils on school rolls on last day of month preceding inspection :—

Males, 1,931 ; Females, 1,287 ; Total, 3,218.

Number who had made 50 attendances, or over, within the results year, and were present and examined on day of inspection for results fees :—

Males, 810 ; Females, 558 ; Total, 1,368.

Percentage to number on Rolls, 42·5.

The average daily attendance for twelve months ending last day of month immediately preceding the Results Examinations in the respective schools was :—

Males, 1,092 ; Females, 699 ; Total, 1,791.

Centesimal proportion of number examined to the average daily attendance was 76·8.

The following figures show the number of pupils examined and the number who passed at the Results Examinations :—

GRADES.	Number examined.	Number passed.	Percentage passed.
Infants,	22	16	72·7
First Class,	148	97	65·5
Second Class,	239	163	68·2
Third Class,	272	141	51·8
Fourth Class,	246	100	40·6
Fifth Class,	335	146	43·5
Sixth Class,	106	45	42·4
Total,	1,368	708	51·7

Percentage of pupils examined in each class to the total number examined in all the classes :—

Percentage in Infants' Grade,	1·6
" Class I.,	10·9
" Class II.,	17·5
" Class III.,	19·9
" Class IV.,	17·9
" Class V.,	24·5
" Class VI.,	7·7
Total,	100·0

GENERAL ABSTRACT of ANSWERING.

EXAMINER.	No. of Pupils examined in subject.	No. of Pupils assigned in subject.	Percentage of Pupils to No. of Pupils examined in Class.	Percentage of Pupils to total No. of Pupils in all Classes.	SUBJECT.	No. of Pupils examined in subject.	No. of Pupils assigned in subject.	Percentage of Pupils to No. of Pupils examined in Class.	Percentage of Pupils to total No. of Pupils in all Classes.
READING.					ARITHMETIC.				
Class I.,	148	108	73.6	9.4	Class I.,	148	111	75.0	15.2
" II.,	239	183	76.6	15.8	" II.,	239	174	72.8	23.9
" III.,	272	227	83.4	19.7	" III.,	272	143	52.5	19.6
" IV.,	246	236	96.3	19.6	" IV.,	246	166	67.5	14.4
" V.,	335	317	94.6	27.4	" V.,	335	151	45.0	20.7
" VI.,	106	94	88.7	8.1	" VI.,	106	45	42.4	6.2
Total,	1,346	1,156	85.9	100.0	Total,	1,346	729	54.1	100.0
					SPELLING.				
Class I.,	148	118	79.7	9.7	Class I.,	148	89	60.1	10.3
" II.,	239	215	90.0	17.7	" II.,	239	111	46.4	12.9
" III.,	272	248	91.1	20.4	" III.,	272	166	61.0	19.3
" IV.,	246	229	93.1	18.8	" IV.,	246	147	59.7	17.1
" V.,	335	311	92.8	25.6	" V.,	335	261	77.9	30.8
" VI.,	106	95	89.6	7.8	" VI.,	106	87	82.0	10.1
Total,	1,346	1,216	90.3	100.0	Total,	1,346	861	63.8	100.0
					BOOK-KEEPING.				
					Class V.,	42	25	59.5	83.3
					" VI.,	12	5	41.6	16.7
					Total,	54	30	55.5	100.0

(4.) CONVENT AND MONASTERY SCHOOLS.

The total number of Convent and Monastery Schools examined for results within the twelve months ended 31st December, 1885, was 245.

Number of pupils on school rolls on last day of month preceding inspection:—

Males, 20,318; Females, 72,030; Total, 92,348.

Number who had made 100 attendances or over within the results year, and were present and examined on day of inspection for results fees:—

Males, 11,379; Females, 45,143; Total, 56,522.

Percentage to number on Rolls, 61.2.

The average daily attendance for twelve months ending last day of month immediately preceding the Results Examinations in the respective schools was :—

Males, 12,157; Females, 46,064; Total, 58,221.

Centesimal proportion of number examined to the average daily attendance was 97·0.

The following figures show the number of pupils examined, and the number who passed at the Results Examinations :—

GRADES.	Number examined.	Number passed.	Percentage passed.
Infants, . .	17,967	17,690	98·4
First Class, .	9,453	8,222	86·9
Second Class, .	8,184	7,190	87·6
Third Class, .	6,624	5,481	82·7
Fourth Class, .	5,219	3,930	75·3
Fifth Class, .	5,741	4,804	83·6
Sixth Class, .	3,334	2,976	89·2
Total, . .	56,522	50,298	88·9

Percentage of pupils examined in each class to the total number examined in all the classes :—

Percentage in Infants' Grade, . . .	31·9
„ Class I.	16·7
„ Class II.,	14·5
„ Class III.,	11·7
„ Class IV.,	9·2
„ Class V.,	10·1
„ Class VI.,	5·9
Total,	100·0

GENERAL ABSTRACT OF ANSWERING.

SUBJECT.	No. of Pupils examined in subject.	No. of Pupils assigned in subject.	Percentage of Pupils to No. of Pupils examined in Class.	Percentage of Pupils to total No. of Pupils in all Classes.	SUBJECT.	No. of Pupils examined in subject.	No. of Pupils assigned in subject.	Percentage of Pupils to No. of Pupils examined in Class.	Percentage of Pupils to total No. of Pupils in all Classes.
READING.					GRAMMAR.				
Class I.,	9,453	8,788	92.9	24.0	Class III.,	6,624	5,090	76.8	31.3
" II.,	8,184	7,839	95.5	20.3	" IV.,	5,219	3,804	72.8	23.4
" III.,	6,624	6,274	94.5	17.2	" V.,	5,741	4,309	75.0	26.8
" IV.,	5,219	5,023	96.2	13.7	" VI.,	3,334	3,015	90.4	18.5
" V.,	5,741	5,578	97.1	15.3	Total,	20,918	16,289	77.7	100.0
" VI.,	3,334	3,243	97.6	8.9					
Total,	33,555	31,575	94.8	100.0	GEOGRAPHY.				
					Class III.,	6,624	5,299	79.9	32.7
WRITING.					" IV.,	5,219	3,893	74.5	23.9
Class I.,	9,453	8,893	93.9	23.8	" V.,	5,741	4,295	74.8	26.0
" II.,	8,184	7,912	96.6	21.1	" VI.,	3,334	2,813	84.3	17.4
" III.,	6,624	6,502	98.1	17.4	Total,	20,918	16,231	77.6	100.0
" IV.,	5,219	5,137	98.4	13.6					
" V.,	5,741	5,625	97.9	15.1					
" VI.,	3,334	3,259	98.0	8.8	AGRICULTURE.				
Total,	33,555	32,338	96.5	100.0	Class IV.,	210	118	56.2	42.6
					" V.,	212	124	58.5	44.8
ARITHMETIC.					" VI.,	54	35	64.8	12.6
Class I.,	9,453	8,406	88.9	25.2	Total,	476	277	58.2	100.0
" II.,	8,184	7,430	90.4	22.4					
" III.,	6,624	5,678	85.7	17.0					
" IV.,	5,219	4,924	94.3	12.0	BOOK-KEEPING.				
" V.,	5,741	4,827	84.0	14.3	Class V.,	2,015	1,682	83.4	63.9
" VI.,	3,334	2,971	89.1	8.9	" VI.,	919	760	82.7	31.1
Total,	33,555	31,596	94.5	100.0	Total,	2,934	2,442	83.2	100.0
SPELLING.					NEEDLEWORK.				
Class I.,	9,453	8,454	89.4	25.3	Class II.,	6,624	6,627	98.2	26.2
" II.,	8,184	6,874	83.9	20.6	" III.,	5,099	5,007	98.2	22.9
" III.,	6,624	5,581	84.3	16.6	" IV.,	4,734	4,567	96.4	18.0
" IV.,	5,219	4,250	81.4	12.7	" V.,	5,308	5,186	97.7	20.5
" V.,	5,741	5,103	88.9	15.3	" VI.,	3,143	3,134	99.7	12.4
" VI.,	3,334	3,185	95.5	9.5	Total,	26,073	25,321	97.1	100.0
Total,	33,555	31,399	93.6	100.0					

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